THE IMPACTS OF TOUR GUIDE PERFORMANCE ON FOREIGN TOURIST SATISFACTION AND DESTINATION LOYALTY IN VIETNAM

by

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A thesis submitted in satisfaction of the requirements for the degree of

Doctor of Business Administration

University of Western Sydney

2015

Approved by _____

Chairperson of Supervisory Committee

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Program Authorised

to Offer Degree _____

Date _____

Acknowledgements

This thesis could not have been completed without the contributions of many people. Firstly I would like to show my deepest gratitude to my principal supervisor, Associate Professor Terry Sloan – Human Resources and Management (SoBus), for his enormous help, valuable advice and recommendations. Especially, he has also taught me much more than just finishing the thesis. Again, I would like to say "Thank you very much" for all you have done for me.

Secondly, I would like to express my sincere appreciation to Dr. Colin Sheringham – my co-supervisor – for guiding me in the stages of my academic research, especially his comments on Chapter 2 - Literature review. My thanks also go to Dr. Charles Edward O'Mara for his assistance with English expression from the early drafts of my thesis.

I also acknowledge Associate Professor Tho Nguyen at the School of Management of Ho Chi Minh City University of Economics for his guidance in the early stage of my academic research in Vietnam, as well as his encouragement in the whole process of my study. Moreover, I would like to thank two of my colleagues, Dr Duy Luong and Dr Duy Nguyen, who were always with me during my doctoral study. Their experiences on research and comments helped me to carry out the study.

I also would like to thank the following organizations which supported the conduct of my thesis, including Vietnam Ministry of Education and Training project for granting me the scholarship, and Ho Chi Minh City University of Economics.

Finally, to my mother Professor Chinh Hoang, I wish to express all my thanks to her for all things she has done for me. My thesis could not be finished without her encouragement and support.

Statement of Authentication

The work presented in this thesis is, to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that I have not submitted this material, either in full or in part, for a degree at this or any other institution.

Hoang Le Nguyen

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Abbreviations

AGFI	Adjusted Goodness-of-Fit Index
ASEAN	Association of South-East Asian Nations
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
ECVI	Expected Cross Validation Index
EFA	Exploratory Factor Analysis
GDP	Gross Domestic Product
GFI	Goodness-of-Fit Index
HOLSAT	Holiday Satisfaction
IFI	Incremental Fit Index
MICE	Meetings, Incentives, Conferencing, Exhibitions
ML	Maximum Likelihood
NCP	Non-Centrality Parameter
NFI	Normed-Fit Index
RFI	Relative-Fit Index
RMR	Root Mean square Residual
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Modeling
SERVPERF	Service Performance

SERVQUAL	Service Quality
TLI	Tucker-Lewis Index
TTCI	Travel and Tourism Competitiveness Index
UK	United Kingdom
USA	United States of America
USD	United States Dollar
VNAT	Vietnam National Administration of Tourism

ABSTRACT

This research was generated through my previous career as a tour guide in Vietnam. The tourism industry has been developing over recent years in Vietnam, as will be evidenced by the literature review below. This research investigates the impact tour guides have on the satisfaction of tourists who are choosing Vietnam as a tourism destination. The following proposal outlines the case of the study in terms of history of tourism industry in Vietnam, the role of tour guide in a package tour, and the relationships between tour guide performance, foreign tourist satisfaction, and tourist's destination loyalty in Vietnam.

In the literature on tourism studies, significant attention has been paid to tourist satisfaction that depended on various factors, but relatively little attention has been paid to the effect of tour guide performance on both tourists' satisfaction and their destination loyalty. Even less research has been conducted on the role of the tour guide in a package tour.

Tour guides are frontline employees in the tourism industry who play a significant role in drawing tourists to a destination. Tour guiding service is the principal component of tour services. Whether tour guides can deliver quality service to tourists is not only essential to the business success of the company, but also significant to the image of the destination (Huang *et al.*, 2010). Although previous research looked at the factors of tour guide performance on the experience of tourists in package tour, there is disagreement about the impact of tour guide performance on tourist satisfaction. Destination loyalty of tourist also needs to be investigated from the tour guide performance and tourist satisfaction perspectives, in order to provide a more complete understanding of the role of the tour guide in a package tour. This research, therefore, attempts to bridge these gaps by exploring the attributes of tour guide performance from the foreign tourist's perspective.

The study was conducted in the context of the foreign tourists who are in Vietnam to evaluate domestic tour guide performance. This context was chosen on the basis that

there has been no research conducted on tour guide performance in the Vietnamese context. A self-administrated questionnaire was developed based on the review of the relevant literature and focus group interviews, and was administered to a sample of 500 foreign tourists in six big cities that attract many foreign tourists in Vietnam. Tour guides were recruited for data collection in every tour held by tourism companies. Tour guides distributed the questionnaires to the tourists on the last night of the package tour and then collected them on the next morning. The tour guide, in addition, also informed the tourists that only the researcher would see the returned questionnaires that they put in a sealed envelope. Additionally, I and my colleagues also travelled to the places that attract many foreign tourists; handed the questionnaires to them; let them have approximately 10 minutes to answer; and finally collected the questionnaires again.

Following a pilot study testing the survey instrument, the main data collection phase resulted in 451 completed and useable questionnaires being available for analysis. Structural equation modeling was used to explore the relationships among tour guide performance, tourist satisfaction, and destination loyalty. The findings show that the theoretical model fits well with the data, and that the five hypotheses proposed were supported, providing answers three research questions.

The finding indicates that tour guide performance plays an important role on foreign tourists' satisfaction and tourists' destination loyalty in a package tour. Tour guide performance is comprised of five dimensions – appearance, professional competence skill, solving problems skill, organizational skill, and entertainment introduction skill. Tour guide performance is not only positively and significantly related to the satisfaction of tourists, but also is one of the factors that determine the destination loyalty of customers. This study, moreover, has proposed a number of suggestions for both tour guide and tour manager/tour operator in order to identify the advantages and disadvantages of tour guide attributes, and then to foster and enhance the performance of this force to reach a higher level of customer satisfaction, as well as promote destination loyalty.

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introduction

In today's global economy, tourism is one of the world's largest industries. The economic impact of the industry showed that, in 2011, it contributed 9% of global Gross Domestic Product (GDP), equivalent to the value of over 6 trillion United States Dollar (USD), and accounted for 255 million jobs (World Travel and Tourism Council, 2012). Over the next ten years, the tourism industry is expected to grow by an average of 4% annually, taking it to 10% of global GDP, or approximately 10 trillion USD. By 2022, it is predictable that the industry will account for 328 million jobs, or 1 in every 10 jobs all over the world (World Travel and Tourism Council, 2012). This trend, therefore, will create not only more opportunities but also more challenges to build up the sector in many countries, especially a developing country like Vietnam.

The tourism industry in Vietnam has recently had a speedy growth. However, along with this development, the sector also has had to face the difficulties and challenges from both external and internal factors. The external factors include the global financial crisis, the increasing oil price, and the flu pandemic; while the internal factors come from a lack of interesting of destinations, weak tourism administration, a lack or poor provision of services, and weak human resources' competencies (e.g. tour guide). This chapter will give an overview of the tourism industry in Vietnam as well as the role of the tour guide in a package tour for foreign tourists. The chapter also will bring out the objectives and research questions of the study, the scope of the research, and conclude by outlining the organization of the thesis.

1.2 The tourism industry in Vietnam

Since the economy opening to the world market in the early of 1990s, Vietnam's travel and tourism sector has had rapid growth. In 2010, the tourism industry generated more

than 4 billion USD in tourism receipts, indicating the importance of the industry to Vietnam's economy (Ha, 2010). The travel and tourism industry contributed directly 4.3% and indirectly 13.6% to total GDP of the country in 2008 (World Economic Forum, 2009). In addition, the industry also created jobs directly for 3% and indirectly for 9.9% of total labor force in Vietnam in 2010 (Ha, 2010).

Vietnam is one of the most popular tourist destinations in the Asia-Pacific region (Binh, 2010). The World Travel and Tourism Council affirmed Vietnam as the world's fourth fastest growing tourist destination (The Economist, 2008). In 2008, the country attracted approximately 4.25 million inbound visitor arrivals, an increase of 2% when compared with 2007. This growth, however, was comparatively slower than 2007 that recorded over 16%, the decline possibly due to the global economic slowdown (Euromonitor, 2009). In addition, the industry also has to face problems and difficulties in its development, such as inflation and fuel price growth, lack of policies to attract tourists, underdeveloped system of hotels and accommodation, or the weaknesses in service quality of a package tour (Euromonitor, 2011). These things are key factors that may influence the development of the industry in the future.

Given the international importance of the travel and tourism sector, in 2005 the World Economic Forum, along with its Industry and Data Partners, produced the Travel and Tourism Competitiveness Index (TTCI) in order to provide a comprehensive strategic tool for measuring the factors and policies that make it attractive to develop the travel and tourism sector in 133 economies in the world (World Economic Forum, 2005). By providing detailed assessments of the travel and tourism environments in nations, the results might be used by all stakeholders to improve the industry's competitiveness in their countries, therefore contributing to national growth and prosperity.

Data presented at the World Economic Forum in 2009 ranked Vietnam 17th out of 25 countries in Asia Pacific, and 7th out of 8 countries in ASEAN (above Cambodia only, while Laos and Myanmar are not in the survey) in terms of TTCI (World Economic Forum, 2009 – see Table A0.1 in Appendix 5). This was definitely not good news for Vietnamese travel and tourism industry. Specifically, when taking a deep look on 14

indicators in the 3 sub-indexes, it can be concluded that the threat of the industry comes from Cambodia, Philippines, Indonesia, and Laos.

1.3 Human resource management and the role of tour guide in a package tour in Vietnam

For a long time, it has been known that an efficient human resource management is one of the important factors required to develop the travel and tourism industry in countries, especially in developing countries like Vietnam (D'Annunzio-Green *et al.*, 2002; Baum, 2007). This issue, again, was shown clearly in the World Economic Forum's statistic in 2009. Specifically, the index of human resources in travel and tourism of Vietnam was scored at 4.9 (out of 7) and ranked 82nd (out of 133 economies) all over the world, in which the availability of qualified labor was ranked 45th. This rating was lower than those of the other ASEAN countries (World Economic Forum, 2009 – see Table A0.1).

A person buying a package tour is likely to interact with a range of people, called human resources of travel and tourism sector, including retail travel agent, insurance companies, airport services, immigration and customs services, hotels, tour services at the destination, companies and individuals selling goods and services at the destination, and service providers on return (Baum, 1997). In terms of services at the destination, tourists have most contact with tour operators, tour managers, along with tour guides when designing a tour program and obtain the services they need.

One of the important elements contributing to the success of a tour program, as well as to the satisfaction of tourists, is the skill of the tour guide (Huang *et al.*, 2010; Mak *et al.*, 2010). These studies further reported that unequal skill of tour guides influences the quality of tourism services in both small and big companies. Huang *et al.* (2010) reported that when some of skillful tour guides leave their current companies to open their own businesses, they take their customers and management skills with them. This leads to difficulties for the old company due to a lack of skilled employees. Conversely, the customers have to face the situation of a shortage of staff and instability of service quality in the newly formed company, resulting in a low level of their satisfaction with a

package tour (Zhang and Chow, 2004). As a result, building proficient and skillful staff, especially tour guides, is one of the vital objectives to improve competition capacity for tourism companies (Huang *et al.*, 2010).

In the report of Vietnam National Administration of Tourism (VNAT) – Ministry of Culture, Sports and Tourism, recorded until 2010, Vietnam had about 800 registered outbound and 10,000 inbound tourism companies with the total of more than 17,000 tour guides who are working in the sector (VNAT, 2011a). Another statistic of VNAT in 2011 also showed that in the total of 987 international tourism companies, limited companies occupied 60%, while joint-stock companies occupied 32% and state-owned companies held not more than 2% of the total (VNAT, 2011b). Limited company is company in which the liability of members is limited to what they have invested or promised to the company. Joint-stock company is a business entity which is owned by shareholders, and each shareholder owns the portion of the company in proportion to his or her ownership of the company's shares. State-owned company is a legal entity created by a government to undertake commercial activities on behalf of Vietnamese government. Its legal status varies from being a part of government to stock companies with a state as a regular stockholder. A statistic of Vietnam Ministry of Industry and Trade showed that limited company is typical business in Vietnam, occupying the largest market share not only in tourism industry but also in other industries (MOIT, 2011). According to VNAT, there are two criteria for a qualified international tour guide, including i) has bachelor degree in tour guiding profession (or certificate of tour guiding profession in case he/she has bachelor degree in other professions); and ii) is fluent[1] in at least one foreign language (VNAT, 2011c). However, not all of tour guides are sufficiently qualified for their jobs due to lack of education and/or skills (Duyen, 2009). Specifically, in Ho Chi Minh City – the economic and commercial centre of the country, although there were only 1,684 qualified outbound tour guides that approved by VNAT, the total number of this labor force had exceeded 3,000 in 2009 (Duyen, 2009). This means there were a large number of unqualified tour

[1] "Fluent" in English is TOEFL 500/IELTS 5.5/TOEIC 650 (according to the Decree 92/2007/NĐ-CP of Government)

guides working in the particular region. Moreover, in the "Ho Chi Minh City Excellent Tour Guides 2010" contest, Mr. Huynh Cong Thang[2] also indicated that the number of unqualified tour guides had been increasing year by year (Vi, 2010). However, there is lack of academic and available data from national surveys on tour guide as well as the effect of tour guide performance on tourist satisfaction, leading to the difficulty to identify the strengths and weaknesses of Vietnamese tour guides.

Additionally, in an in-depth interview Mrs. Pham Thi Hoa – Manager of Outbound Department of Cholontourist Joint Stock Company – one of the biggest tourism companies in Ho Chi Minh City with more than 20 years of experience in tourism services – reported that there are several challenges faced by the human resource management in the company, such as: low salary; heavy pressure of workloads; bad relationship between new management system and old staff as well as tour operators and salesmen, etc. She also implied that the lack of skills and qualifications, as well as the lack of ability in languages (especially rare languages) of tour guide; are significant factors that the company has to face (Hoa, 2011).

However, that is not the end of the story. For a long time, much research has reported tour guide performance may influence the operation of businesses as well as the development of tourism industry in many countries (Wong, 2001; Yu *et al.*, 2002; Wong and Kwong, 2004). These researchers noted that there are many complaints from tourists, especially foreign clients, about quality of tour guide staff. In the Vietnamese context, tour guides were reported to lack knowledge, have weakness in language ability and interpersonal skills, which results in unacceptable mistakes; or they do not have empathy or passion for their work (Thuy and Anh, 2005; Ha, 2008; Hung, 2010). Consequently, poor tour guide skill is one of the factors that contributed to 85% of tourists stating that they have no intention to return to Vietnam (Anh, 2006).

1.4 Objectives of the study and research questions

[2] Mr Huynh Cong Thang is currently responsible for education and training of Association of Tourism in Ho Chi Minh City - Vietnam

From the above research there are relationships between tour guide and tourist satisfaction as well as between tourist satisfaction and tourist's intention to return to a destination. However, although some research on the tour guide performance and its impact on tourist satisfaction has been conducted in countries like Hong Kong, Macau, and China (Wong, 2001; Huang *et al.*, 2010; Mak *et al.*, 2010), there is lack of academic research on this in Vietnam. The coverage of this research will be greatly expanded and discussed further in the literature review in chapter 2.

Consequently, understanding the factors affecting tour guide performance, and the relationship between tour guide performance and foreign tourist satisfaction is considered essential in order to increase competitiveness and develop the tourism sector in Vietnam. Therefore, the purposes of the study are:

i) To explore the factors affecting the tour guide performance in a package tour;

ii) To determine the importance of tour guide performance to foreign tourist satisfaction;

iii) To investigate the relationship between foreign tourist satisfaction on tour guide performance and destination loyalty.

All of the above purposes are studied in the context of the tourism industry in Vietnam.

In fulfilling these purposes this research will make contribution to the study of tourism by examining the relationship between tour guide performance and tourist satisfaction.

Hence, given these objectives, the research questions of the study are:

- What are factors influencing tour guide performance in tourism industry in Vietnam?
- What is relationship between tour guide performance and tourist satisfaction in tourism industry in Vietnam?
- What is the relationship between tourist satisfaction on tour guide performance and destination loyalty?

It is also noted that in this study, the words 'factor' and 'attribute' are used simultaneously in order to show the quality or feature regarded as a characteristic or inherent part of tour guide performance, while the word 'dimension' is used to state the group of attributes/factors of tour guide performance.

Chapter 2 following will outline the present literature on tourism research concentrating on the impacts of tour guide performance on tourist satisfaction and destination loyalty.

1.5 Scope of the research

The main objective of this study is to identify specific attributes of tour guide performance for improving the foreign tourist satisfaction and destination loyalty in the context of Vietnam.

By building on industry, strategic human resource management and customer satisfaction studies, the research will focus on the impacts of tour guide performance on foreign tourists' satisfaction in the Vietnamese tourism industry.

The research model includes the factors of tour guide leading to gains in the level of satisfaction of tourists. As most of the research in the tourism sector has focused on the perception tour guide at tourist's approach, this study extends knowledge by examining tour guide performance at the various points of view from tourist to tour guide and tour manager in the Vietnamese tourism industry.

The lack of understanding of impacts of tour guide performance on tourist satisfaction as well as the relationship between tourist satisfaction on tour guide performance and destination loyalty suggested that this investigation is timely in planning for future improvements in the Vietnamese tourism industry.

1.6 Organization of the thesis

This thesis is organized into five chapters. Chapter 1 has outlines the research questions and objectives of the research. Background information has been provided and several critical issues on tour guide in the tourism industry have been named.

Chapter 2 reviews the relevant literature on the role of human resource management in tourism industry, as well as the role of tour guide on tourist satisfaction and destination loyalty. This chapter also brings out the model, three research questions, and five hypotheses of the study based on the literature review and previous studies.

Chapter 3 introduces the research design; the methodology is discussed, and methods seeking responses to three research questions. Ethical issues are also discussed in this chapter.

Chapter 4 provides an analysis of the exploratory data from the focus group interviews, as well as presents the results of the foreign tourist questionnaire. This chapter also provides a discussion of responses to the research questions and the attributes of tour guide performance, the relationship between tour guide performance and tourist satisfaction, the relationship between tourist satisfaction on tour guide and destination loyalty, and the relationship between tour guide performance and tourist's destination loyalty.

Chapter 5, the final chapter, contains the conclusions and implications of the study for the future of the Vietnamese tourism industry. The limitations of the current study will be subsequently reported, followed by the areas for future research. Finally, the conclusions of the current study will be presented.

1.7 Conclusion

This research explores the factors affecting tour guide performance as well as examining the relationship between tour guide performance and tourist satisfaction that leads to the destination loyalty of tourists. Three research questions with five hypotheses are tested by an empirical study of 500 foreign tourists in Vietnam. This is the first study in Vietnam that addresses the concept of tour guide performance based on the perceptions of tourists, tour guides, and tour managers/tour operators. The next chapter will review the literature on tour guide, service performance, tourist satisfaction and destination loyalty in order to bring out the research model and hypotheses to be tested. Specifically, the chapter will discuss the role of human resource management in tourism industry, the

role of tour guide in a package tour, the differences between service quality and service performance, the relationship between service quality and tourist satisfaction in tourism industry, the relationship between tour guide performance and tourist satisfaction, and the relationship between tourist satisfaction and destination loyalty.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The new millennium is influenced by significant political, social, demographic and technological changes, and will positively differ from the 20th century. As far as many people are concerned, the 21st century will bring more spare time, a higher standard of living and a better quality of life (Holjevac, 2003). As biological beings, humans not only have to satisfy their basic needs for food, beverages, sleep and shelter, but also to satisfy their social and spiritual needs like leisure, recreation, and travel. In addition, a decline in the number of poor people will lead to the fact that people will have more chances for both rest and recreational activities in their free time. Recreational and travel activities will be undertaken not only for the purpose of meeting the growing needs of people for leisure, but also for maintaining and caring for people's health and longevity, for creating a life of comfort satisfaction and relaxation, or in other words, improving the quality of life (Holjevac, 2003). As the result, human beings as travelers will be the key force in the development of tourism industry.

2.2 Tourism research development

Early research on tourism defined tourism as an identifiable nationally important industry (Australian Department of Tourism and Recreation, 1975:2). The industry involves a wide cross section of component activities including the provision of transportation, accommodation, recreation, food, and related services for domestic and overseas travelers. It involved travel for all purposes, including recreation and business (Ansett Airlines, 1977:773). Later, Leiper (1979) also affirmed the tourism industry consists of all firms, organizations and facilities that are intended to serve the specific

needs and wants of tourists. That intention is manifested by a marketing and design orientation of the individual units forming the industry.

Nowadays, tourism sector is among the world's most important industries, accounting for significant shares of global GDP and employment. In 2013 these shares were estimated at 9.5% and 8.9% respectively (World Travel and Tourism Council, 2014). Tourism is an industry that may help developing countries to solve their problems of unemployment and poverty by turning the potentials, for example, natural beauties and cultural heritage, into a profit. Moreover, it is a clean industry that achieves to preserve and conserve nature for future generations (Holjevac, 2003).

Theoretically, there are some arguments related to the similarity or difference between the terms 'tourism' and 'hospitality'. The results from a study of Cheng *et al.* (2011) suggested that tourism and hospitality research are becoming more closely related. The authors stated that about 40% of the tourism research included hotel and restaurant administration in their objectives. In addition, approximately 30% of the studies directly employed the word 'hospitality' or 'hotel' in their titles, and the number of such studies has increased noticeably in recent years (Cheng *et al.*, 2011). This might suggest the mergence of these two academic fields, or at least the blurriness of research boundaries. However, this suggestion was in conflict with the argument of Jamal *et al.* (2008) who proposed that hospitality should be considered as a distinctive field from tourism. In the same way, Howey *et al.* (1999) also affirmed that there was a mixture of research between the hospitality and tourism fields.

Along with the development of the world tourism industry, research on this field has been increasing over years. There is apparently no shortage of research on ecotourism (e.g., Lee, 2004; Romzi *et al.*, 2011), consumer behavior (e.g., Christina and Hailin, 2008; Hung *et al.*, 2011), sustainable tourism (e.g., Buckley, 2012), hospitality education (e.g., Baum, 2002; Solnet, 2012), or cultural tourism (e.g., Hughes and Allen, 2005; Cuccia and Rizzo, 2011). In general, there are nine popular themes on tourism research in developing countries, including regional tourism development, tourism industry status, ecotourism and sustainable development, operational management, research review,

tourism and sociology, tourist behavior, tourism discipline development, and tourism-related theory (Tsang and Hsu, 2011).

Goeldner and Ritchie (2012) found that tourism has been researched by many disciplinary approaches. The authors also demonstrated that tourism studies have become more pervasive and complicated, which interacts with the rapid change of social and technological environment. Additionally, the changing disciplinary focuses in tourism research not only showed the coverage of tourism knowledge by academic journals, but also demonstrated each disciplinary focus' relative position in this field.

Specifically, according to Ballantyne *et al.* (2009), Tourist Studies (articles that focus on the behaviors, preferences and perspectives of tourists) accounted for 11% of all published articles, and played the most important role in tourism research area. Tourism Planning (tourism development, strategies, predicting and forecasting); Destinations (destination image, management and development) and Marketing (marketing, segmentation and promotion) each accounted for 8–9% of the articles. These top four topics represented 37% of all articles. Tourist Studies, Marketing and Special Events also showed the greatest growth over years, while Destinations, Tourism Planning, and Cultural Tourism showed the greatest decline. This decline was due to these topics shifting out of the three major journals and into specialist journals, including the Journal of Vacation Marketing, Tourism Geographies and Tourism Economics. On the other hand, the majority of tourism research (59%) used quantitative research designs, while a much lower proportion of studies took a qualitative (19%) or mixed method approach (6%), and the remainder (16%) were review or theoretical articles. Most research on tourism used statistical analysis (70%), including some qualitative designs. It can be said that Tourist Studies was strongly quantitative; while Destinations was more likely than the others to use qualitative designs; and Tourism Planning was more likely to use a variety of methods. In addition, the Journal of Travel Research had the highest proportion of articles with quantitative designs (74%), while the Annals of Tourism Research had the highest ratio of articles with qualitative designs (28%), and Tourism Management had the highest percentage of articles with other designs (26%).

It is also noted that approximately half of all the tourism research collected data from a single site or limited geographical area (Ballantyne *et al.*, 2009). The authors affirmed the Annals of Tourism Research had the highest proportion of studies (27%) where data were collected from more than one country. The percentage of studies conducted by USA or UK-based authors/institutions decreased from 48% to 22%, while research conducted by institutions in Australia/New Zealand, Asia and other European countries increased from 33% to 59% over 10 years (from 1994 to 2004). In 2010, The Australian Business Deans Council ranked 79 tourism and hospitality journals into one of four categories, where three journals (including Annals of Tourism Research, Journal of Travel Research, and Tourism Management) were given an A* ranking (Fennell, 2013). The Journal of Travel Research published mostly USA-based studies (47%); Tourism Management published articles from the UK (24%), Asia (24%), and Europe (22%); and Annals of Tourism Research published similarly among countries (Ballantyne *et al.*, 2009). Furthermore, the authors, again, confirmed the increasing importance of research on tourists and tourist experiences; the decline in economic and hospitality studies; the rise in marketing and management areas; the gradual decrease of the domination of North America; and the increasing contribution of Australia, New Zealand and Asian countries.

It can be said that tourism is an industry that has a high need for human capital and offers a diversity of jobs in a variety of businesses of varied sizes and types (Szivas *et al.*, 2003). Because of this reason, studies on human resource management in the industry have been of interest to many researchers (D'Annunzio-Green *et al.*, 2002; Chan *et al.*, 2004; Baum, 2007; Baum, 2012). Additionally, the efficient human resource management not only creates capable labor forces (e.g. tour guide) in organizations but also contributes to the service quality outcomes as well as the success and development of tourism industry (Grant *et al.*, 2008).

This chapter reviews the literature and the theory related to studies in tourism. Based on the wide range of sources, the literature is divided into two themes: i) The role of human resource management in travel and tourism industry; and ii) Tour guide, service performance, tourist satisfaction and destination loyalty in travel and tourism industry.

The chapter, in the next step, also brings out the research model, research questions, and hypotheses of the study based on the literature review and previous studies.

2.3 The role of human resource management in tourism industry

In order to understand the role of human resource management as a whole, consideration was given to its origins and historical development (Nankervis *et al*., 2008). Both human resource management and human resource personnel are influenced by management theory relating to the change of economic, social, political and industrial relation factors (Davidson *et al*, 2010). The foundation of the human resource management paradigm is based on the notion of the welfare of employees (Carey, 1999). Table 2.1 provides an overview of the stages of human resource management development.

Table 2.1: Development stages of human resource management

Development stage	Characteristics
Welfare and administration (1900 to 1940s)	- Represents an era prior to the establishment of the human resource management profession - Line managers and supervisors performed personnel management functions - Personnel management functions were fragmented - Restricted to administration areas
Welfare, administration, staffing and training (1940s to mid 1970s)	- Beginning of specialist approach to personnel management - Human relations theory - Scientific management - Behavioral science - Resurgence of unionism
Human resource management and strategic human resource management (mid-1970s to late 1990s)	- Influence of "excellence" theories - Total quality management theories - Move from personnel management to human resource management - Strategic focus on organizations' overall effectiveness - Increased employment legislation - Strategic approach to human resource management – strategies and policies
Strategic human resource management in the new millennium	- Likely that human resource management concepts and roles of human resource managers will change - More attention to international human resource models - Thought leaders have implied that the new human resource management will either specialize in value management, strategic partnering and establishing the human resource architecture for organizational success or the devolvement of outsourcing traditional human resource processes to line managers and external human resource consultants, respectively - Emphasis on talent management, knowledge management and human capital management

Source: Adapted from Nankervis *et al*. (2008)

The welfare and administration in the first stage recognizes a rigid process simply dealing with the procedure of having employees and the requirement to hire, pay, and fire. A company associated with this process was run by line managers who performed this function with organizational assistance. Then the next stage changed to incorporate staffing and training that employees were treated and consideration of their motivations were significant factors to increase the productivity (Nankervis *et al.*, 2008).

There was an important focus placed upon the quality and strategic outcomes of human resource management from the 1970s to the 1990s. This reflected to a large extent the general management thinking about holistic approaches and systems management of employees working with the organization as a whole. At last, the new millennium in human resource research noticed a focus on high performance workplaces, talent management. Human capital and knowledge management therefore became key themes for organizations in all industries (Davidson *et al.*, 2010).

In this thesis, human resource management is understood to be recruiting the right people for the right position, and then helping them achieve the right standards or develop them to provide better product/service delivery to customers (Price, 2004). Baum (2012) indicated that the human resource dimension is one of the most important elements of any industry sector, such as tourism, which is characterized by high levels of human involvement in the development and delivery of services or vacation experiences to the customer. Historically, Olsen *et al.* (1990) stated human resource management is one of the biggest challenges facing the tourism sector. This challenge will continue to be one of the issues for managers in the future (Berman, 2004). Especially, how to find and develop employees in a labor market is significant to the travel and tourism sector. Nowadays, although the environment where technological development has revolutionized the concept of hospitality services, it is still impossible to satisfy customers without well-trained and skillful employees (José *et al.*, 2009; Pucciani and Murphy, 2011). According to Wright *et al.* (1994), human capital, including knowledge, skills, and behavior of employee, reinforces the importance of people-related competencies with links to the success of a company. In addition, effective human resource management can be considered as the new and significant source of

competitiveness (Chan *et al.*, 2004). Hence, understanding how to manage this competitive source in an organization for better performance is a great concern for all hospitality and tourism establishments (Singh *et al.*, 2007). More recently, research on tourism education in Turkey of Yesiltas *et al.* (2010) also showed that the contribution of human resource management, as reflected in the service quality and the experience of consumer, is a key element in the delivery of a high quality international tourism product. Investment in human resources therefore emerges as a crucial aspect of tourism development. Additionally, Kusluvan *et al.* (2010) in their research again affirmed the role of human resource management when considering human resource as one of the most important asset of tourism organization, and stressing the significance of employee performance in tourism and hospitality industry. The authors also stated that, because the main output of tourism organizations is services, researchers have investigated the features of services that are most significantly driven by human resources.

Despite the substantial need for human resource management in tourism industry, the function of human resource management has not reached full potential in many countries. For example, in the small and medium-sized enterprises of hotel and catering in the UK, which employ not more than 250 employees but represent 97% of the UK tourism and hospitality workforce, human resource management is acknowledged as having more potential to explore (Lee-Ross, 2000). A study in Australia of 483 hospitality firms, on the other hand, indicated that service quality and staff commitment could be improved by human resource practices like performance appraisal and remuneration strategies (Davies *et al.*, 2001). Lucas and Deery (2004), in their review of 100 papers concerning human resource management in five leading hospitality journals, also found that human resource management research in hospitality predominately replicated mainstream human resource management research. They suggested that human resource management hospitality researchers should look at a number of key issues, including the role of human resource management in managing the work environment. Lately, Enz (2009) in her worldwide survey of 243 lodging managers for their opinions on human resource management issues also reported that

"innovation in human resource management is needed to gain a sustainable competitive advantage" (Enz, 2009, p. 14).

The same situation can be also found in developing economies as it seems that human resource management needs to be applied more. For example, China has an expanding but under-developed tourism industry that has significant needs in training and education for employees where the concept of customer service is not broadly understood (Hanqin *et al.*, 2001). Moreover, Cho *et al.* (2006) found that there is no relationship between human resource practices and hospitality organizational performance, but they acknowledged that human resource practices did impact upon employee turnover.

Methodically, although there are other issues, most of the existing literature that has relevance for the human resource management of people in tourism industry seems to be put in one of the following categories: (1) employee personality and emotional intelligence, (2) emotional and aesthetic labor, (3) human resource management practices, (4) internal marketing, (5) organizational culture and climate, (6) business and human resource management strategy, and (7) employee job attitudes and behaviors (Kusluvan *et al.*, 2010). Among them, 'employee personality and emotional intelligence' field, especially employee personality, was chosen as the basic discipline for this study. Employee personality shows its importance as a selection criterion for tourism organizations due to the role in employee performance. Normally, employers use terms such as 'good attitudes', 'social skills', and 'personal characteristics' to identify the skills requirements for tourism employees (e.g. tour guide). Many researchers and industry practitioners also argued that employee personality influences customer service attitudes and behaviors, customer service skills, and overall performance of service providers, which may be critical for service quality, customer satisfaction, customer loyalty, and organizational success (Kusluvan *et al.*, 2010).

With the importance of human resource management in tourism industry as well as the development trend of human resource management shown in Table 2.1, it can be said that the behavior and skills of employees are very important parts of the customers'

evaluation of the quality in service industries. The behavior of service providers influences directly the customers' judgment of the nature of the service (Goodwin and Ross, 1990; Chen and Chen, 2010). For a long time, Wiley (1990) affirmed that customer satisfaction on service as a correlate of employee's attitude and performance, stressing the importance of quality service to organizational achievements. Additionally, Baum and Hagan (1999) implied that the lack of sustained employment may decrease the ability of operators to deliver quality to customers. Obviously, customer has the right to expect high quality of goods or services in the current market economy. At the same time, qualified labor is becoming harder to find and keep, while customers are demanding increasingly high level of services (D'Annunzio-Green *et al.*, 2002; Nickson, 2013). Again, Liu and Wall (2006) and Lin *et al.*, (2011) in their research reported that the deficiencies in human capital, along with a labor surplus with low skills and qualifications, have been a major obstacle preventing the host population from participating effectively in tourism employment.

Research by Schlesinger and Hesket (1991) indicated that capable workers who are well-trained will provide better service, need less supervision, and are much more likely to stay on the current job. As a result, their customers are more satisfied, return more often and seem to purchase more, creating the loyalty to that service. Berry *et al.* (1989) suggested that, in an organization which has the culture of providing quality service, it could motivate their employees through challenging their performance. In today's competitive market, organizational effectiveness depends on understanding customer's values and communicating this understanding to the performance of employees (Ranjan and Sanjeev, 2008; Carmel and Lester, 2010).

Nevertheless, the employees in an organization offer different skills, abilities, and knowledge that may or may not be suitable to the needs of business. Additionally, their commitment and motivation are also various. In particular, some people are willing to work and are motivated to achieve company's objectives, while others regard their employing firm as a vehicle for personal goals. This leads to the fact that some people may be overworked while others are underutilized. Commonly, there is a gap between the actual performances of employees and the ideal requirements of a business. Human

resource management focuses on narrowing this gap to reach greater organizational effectiveness (Price, 2004). Human resource management is a special approach to management of people in order to achieve competitive advantage through the strategic development of a capable workforce by using an integration of culture, structural and personal techniques (Storey, 2001). Agreeing with this point, Baum (2012) also stated that the role of human resource management in creating service quality has widely been recognized as one of the most significant methods to enhance quality and competitiveness.

In today globalization process of travel and tourism, the role human resource management issue, again, is more concerned. Expansion opportunities in home markets with native customers have recently been limited by intense competition from a large number of domestic companies. At the same time, there are more attractive opportunities for business from foreign customers (Jean-Jacques *et al.*, 2010; Cohen, 2012). On the other hand, for expanding international travel, technological advances in terms of information and communication have reinforced the rapid expansion of hospitality and tourism organizations (Kriegl, 2000). As a result, the challenges for organizations when dealing with international customers from many countries around the world will bring out a new frontier in terms of employee issues because they have to interact with the variety of languages, cultures, habits of foreign customers (Nickson, 2013).

In general, with the purpose of attracting customers to maximize profit, tourism enterprises compete against one another not only on low price strategy or fascinating destination provision, but also on the level and quality of services they offer to the customers. Due to this competition, employees in the companies who provide services (e.g. tour operators, tour managers, tour guides) can be considered as one of the most significant resources (Nickson, 2013). Tourism is a labor intensive industry so that provides a good environment to explore issues of human resource management (Singh *et al.*, 2007; Kusluvan, 2010). Studying the role of human resource management in tourism operations as well as the role of employees like tour guide in a tour program, therefore, will fill the gap of understanding the importance of human resource management and

human resource management practices for the development of the emerging travel and tourism industry in many countries, especially developing economy like Vietnam.

2.4 Tour guide, service performance, tourist satisfaction, and destination loyalty

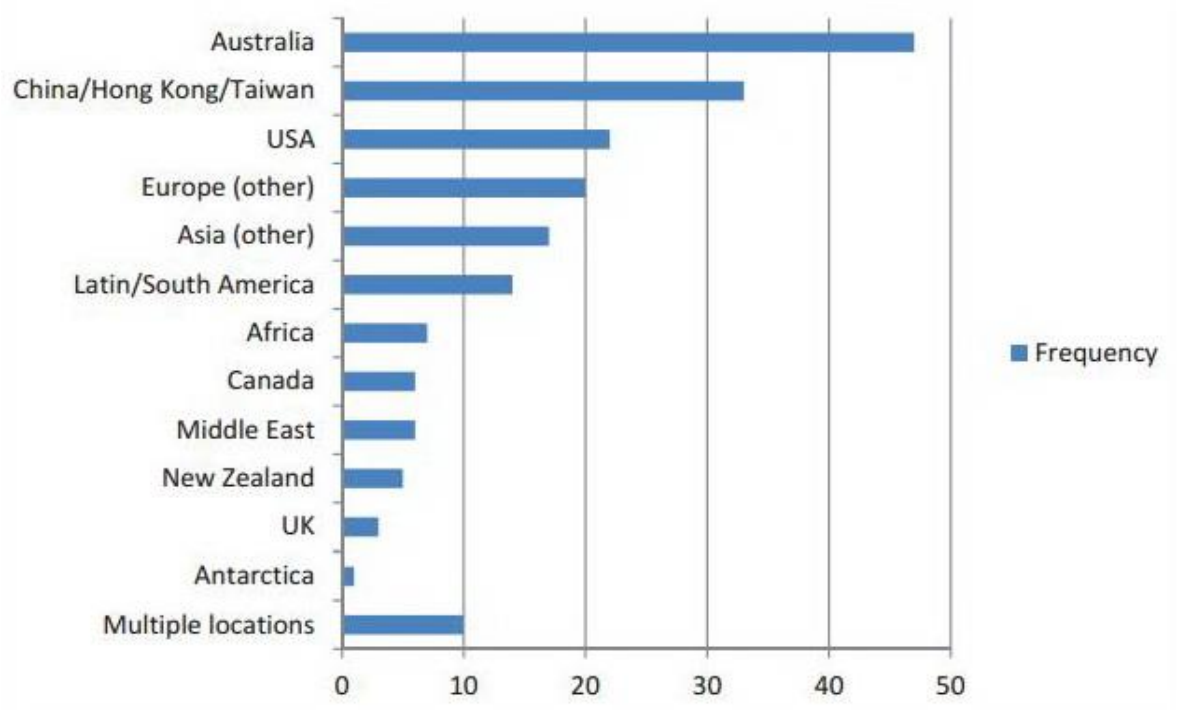
2.4.1 The role of tour guide

According to The World Federation of Tourist Guide Associations (2003:1), a tour guide can be understood as a person who 'guides visitors in the language of their choice and interprets the cultural and natural heritage of an area', and who 'possesses an area-specific qualification usually issued and/or recognized by the appropriate authority'.

Tour guides are frontline employees in the tourism industry who play significant role in drawing tourists to a destination. Tour guiding service is the principal component of tour services offered by tourism companies. Whether tour guides can deliver quality service to tourists is not only necessary to the business success, but also critical to the image of the destination (Huang *et al.*, 2010).

It can be said that empirical research on tour guides and tour guiding is concentrated into Asia region (especially China, Hong Kong, and Taiwan) and Australia. Research of Weiler *et al.* (2014) revealed that 26% of studies were undertaken in Asia region, of which 17% in China/Hong Kong/Taiwan, followed by studies conducted in Australia (25%), the US (12%), Europe (excluding the UK) (11%), and Latin/South America (7%) (see Figure 2.1).

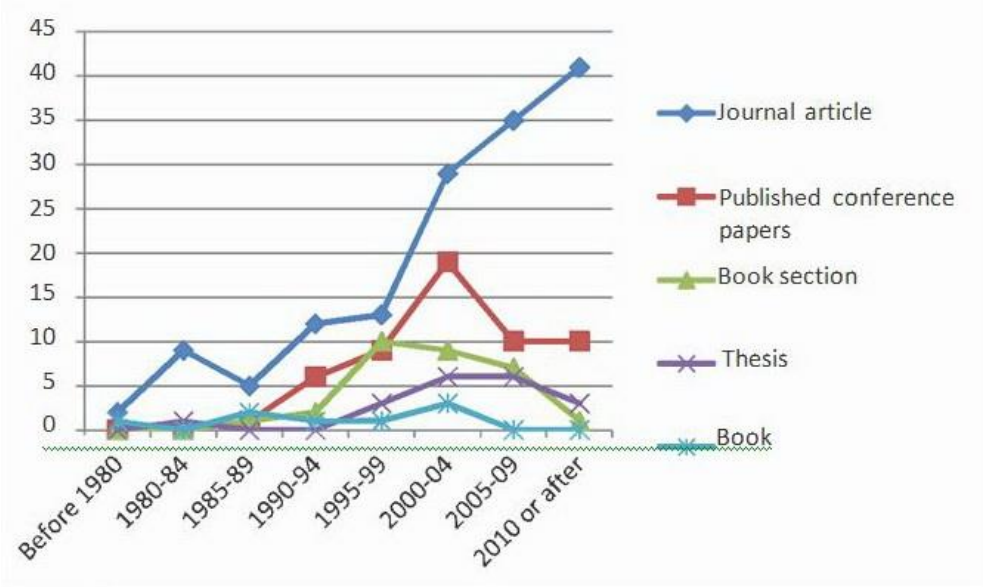
Figure 2.1: Study location of empirical research on tour guides and tour guiding in the period 1979-2013 (n=191)



Source: Weiler *et al.* (2014)

Up to 2013, there had been 146 papers on tour guides and guiding services published in scholarly journals, including 43 papers in Annals of Tourism Research, Journal of Sustainable Tourism and Tourism Management (Weiler *et al.*, 2014). The following figure also shows the trend of research over time, indicating that publication of tour guiding research in journals had grown considerably in the past 20 years in comparison to research published as book chapters which has declined.

Figure 2.2: Trends in publication of tour guide and guiding services research



Source: Weiler *et al*. (2014)

There have been six themes identified in the tour guiding literature over the past 50 years, including (i) the multiple and complex roles and role dimensions of tour guiding, (ii) the role of the guide as communicator and interpreter, including performance, storytelling and intercultural communication, (iii) theory, research and practice relating to the guide's contribution to the sustainability, (iv) visitors' expectations of and satisfaction with their guides and guided experiences, (v) improving tour guide performance through training, education and professional development, and (vi) conceptualizing and fostering quality in tour guiding, especially through professional associations and guide certification (Weiler, 2014). In addition, a number of other emerging themes have been studied, for example, the role of gender (Lin *et al.*, 2008; Modlin *et al.*, 2011); the perspectives of tour guide (Aloudat, 2010); and the health, safety and well-being of tour guides (Houge and Kerr, 2013).

Although there are limited empirical studies on tour guides, a number of researchers have paid attention to some of the roles that the tour guide can play in drawing the tourist experience. Historically, tour guide could be understood as leader, information giver, navigator, health and safety officer, organizer and mediator (Cohen, 1985; Weiler

et al., 1992; Pond, 1993; Weiler and Davis, 1993). These roles, after that, were recruited to be the attributes required for a 'qualified' or 'good' guide (Black and Weiler, 2005). More recent studies, in addition, showed that tour guide has more professional roles to play in ecotourism and nature-based tourism, for example, interpreting site and motivating tourists to modify their behavior to minimize the impacts on the resource base (Weiler & Ham, 2001; Yamada, 2011; Poudel and Nayaupane, 2013). A review of some of the key published literature from 1985 to 2014 focusing on the roles of tour guides revealed ten main roles. As shown in Table 2, all eight of the studies identified the role of interpreter and information giver, suggesting that while tourists gain their information from a range of sources, for example signs and brochures, face-to-face interpretation is widely acknowledged in the literature as a key role of a tour guide. For example, research of Ballantyne and Hughes (2001) and Yamada (2011) in ecotourism affirmed that interpretation is fundamental to effective guiding, and training programs for tour guide need to focus on the face-to-face interpretation skill. On the other hand, seven studies mentioned the roles of leader, while six authors, except Bras (2000) and Weiler and Walker (2014), implied the roles of motivator of conservation values and social catalyst. In terms of the role of leader, Howard *et al*. (2001) defined leader characteristics of tour guide as providing direction, access, security and safety, as well as maintaining cohesion within the group; while Huang *et al.* (2010) showed that the tour guide role as a leader can be understood as the skill of time management and tour-related activities organization. Other roles mentioned by at least four authors, include navigator/protector, cultural broker/mediator, tour manager, public relations representative and facilitator of access to non-public area.

Table 2.2: Key roles of tour guide identified by selected authors

Tour guide roles	Cohen (1985)	Weiler & David (1993)	Bras (2000)	Ballantyne & Hugh (2001)	Howard *et al.* (2001)	Huang *et al.* (2010)	Yamada (2011)	Weiler & Walker, 2014)
Interpreter/educator	✓	✓	✓	✓	✓	✓	✓	✓
Information giver	✓	✓	✓	✓	✓	✓	✓	✓
Leader	✓	✓	✓		✓	✓	✓	✓
Motivator of conservation values/role model	✓	✓		✓	✓	✓	✓	
Social role/catalyst	✓	✓		✓	✓	✓	✓	
Navigator/protector broker/mediator	✓		✓	✓		✓		✓
Cultural broker/mediator	✓		✓		✓		✓	
Tour & group manager/organizer	✓	✓	✓		✓	✓		
Public relations/company representative	✓		✓		✓	✓		
Facilitator of access to non-public areas	✓		✓			✓	✓	

Source: Developed for this research

Many researchers have presented various methods for measuring tour guide's roles from tourists' perspectives by assuming about their own dimensions of tour guide performance. For example, Zhang and Chow (2004) suggested 20 service quality

attributes to evaluate tour guide performance in Hong Kong. The authors affirmed that there were five most important service quality attributes affecting mainland Chinese tourists' level of satisfaction, including punctuality, the ability to solve problems, knowledge of the destination, honest and trustworthy, and informing of safety regulations. Another research of Wang *et al.* (2007) employed multistage steps to validate a scale for measuring the group package tour service in Taiwan. In their study, six items for tour leader attributes (presentation ability, sense of responsibility, friendliness, interpretive ability, professional ability, and ability to coordinate within group members) and two items for local guide attributes (professional ability and skillful group leading) were extracted and found to be important to measure the performance of the tour leader or local guide. Later, Huang *et al.* (2010), after reviewing relevant literature review of tour guide performance attributes, summarized 35 items to estimate the relationships between tour guide performance and tourist satisfaction in Shanghai, China. The study used both Chinese-speaking and English-speaking samples, in which the Chinese-speaking sample produced two factors labeled intrapersonal servability and interpersonal servability, whereas the English-speaking sample generated four factors labeled professional competence, interpersonal skills and organization, empathy, and problem-solving ability. The results illustrated that tour guide service performance determines tourist satisfaction with the tour guide services. Recently, by adapting from previous research of Heung (2008) about the items to measure service quality of tour guide performance, Chang (2014) in his research on the relationship between tour guide performance and tourists' shopping behavior in Taiwan, also identified three factors for measuring tour guide performance, including 'presentation and communication ability', 'professional attitude and ability', and 'personal appearance/manners and integrity/knowledge.

According to Black and Weiler (2005), there are six mechanisms that may improve role performance of tour guide, including codes of conduct, professional associations, awards of excellence, training, professional certification, and licensing. Codes of conduct are generally considered to be a tool for awareness-raising rather than a form of quality control of tour guide (Font and Buckley, 2001; Weiler and Ham, 2001). This mechanism

can be measured by the roles of tour guide in terms of safety, navigation and access (Guild of Registered Tourist Guides, 2001); or in terms of interpreter, motivator of conservation values, and cultural broker (Bras, 2000). Next, professional associations have the capacity to provide professional support and other benefits that can raise guiding standards. This mechanism is instrumental in introducing or supporting other mechanisms as well as to contribute to improve professional standards and performance of tour guide. The third mechanism, awards of excellence, focuses on recognizing and rewarding excellence in guiding. This mechanism can be measured by guiding experience, planning and research of the product, measures to ensure a high standard of interpretation and customer service, and provisions for visitors with special needs (Tourism Council of Australia, 2000; Gaborit, 2001).

The fourth mechanism, training, assists tour guides in carrying out their various roles and enhancing guide performance. This was usually measured and provided by professional associations that mentioned above, or by government and non-government training providers (Black and Weiler, 2005). Well-trained guides may provide a competitive edge for a tour company, and increase level of tourist satisfaction (Roggenbuck *et al.*, 1992; Whinney, 1996). In addition, training is also a requirement for licensing or certification (Bras, 2000). Next, professional certification is the mechanism that enhances the performance of tour guides. Professional certification is generally defined as a process in which tour guide is tested and evaluated to determine if they have the skills and knowledge required by their profession. The requirements of a professional certification may vary depending on the aims of the program, the forms of assessment, and the level of certification. In contrast to professional certification, the last mechanism, licensing, is a mandatory legal requirement for some professions to practice (Morrison *et al.*, 1992; Pond, 1993). Licenses are normally issued and required by government agencies (Issaverdis, 2001). Many countries around the world require a license to practice as a guide, including South Africa, Malaysia, Singapore, Indonesia, China, and United Kingdom (Black and Weiler, 2005). It is also noted that skills, knowledge, and understandings are generally the criteria that a guide must possess to gain a license. These criteria also vary from country to country. In fact licensing has

some benefits in supporting and enhancing tour guide performance, however, difficulties of monitoring and enforcement may restrict licensing to be a more well-known mechanism than the others (Black and Weiler, 2005).

Furthermore, Black and Weiler (2005) also affirmed that enhancing guide performance can be attempted through one or a combination of the above mechanisms. The possible outcomes of implementing the mechanisms may develop individual guide performance as well as improve industry-wide performance and increase tourists' experience. Among the above mechanisms, training, professional certification, and licensing are most significant that stressed by many authors. For example, many Asian countries such as Indonesia, Malaysia and Singapore had set up a strict certification and licensing system with much government involvement for a tour guide (Bras, 2000; Henderson, 2003). Huang and Weiler (2010) in their research also confirmed these mechanisms as the evaluation of China's quality assurance system for tour guide. Mak *et al.* (2011) described the designing the measures and mechanisms that related to training and certification, in order to enhance service quality and professionalism of tour guide in Hong Kong and Macau. Moreover, in Canada, only two cities, including Montreal and Quebec City, had training necessary in order to become a tour guide. These two cities only also will issue the license required for conducting local sightseeing tours (Hu and Wall, 2013).

2.4.2 Service quality and customer satisfaction

Service quality and customer satisfaction are two recognized concepts in marketing literature (Parasuraman *et al.*, 1988; Fornell *et al.*, 1996). An increasing number of research on these topics can also be found in tourism industries (Ekinci, 2003; Antony and Ghosh, 2004; Campos-Soria *et al.*, 2005; Lee *et al.*, 2011; Kuo *et al.*, 2013). On the operational level, service performance is considered as a suitable measure for both service quality and customer satisfaction (Johns *et al.*, 2004; Martínez Caro and Martínez García, 2008; Setó-Pamies, 2012).

Service quality has been widely researched, in most cases along with customer satisfaction, and in the fields of consumer behaviors and marketing. One of the most commonly applied theories regarding service quality is the SERVQUAL model (Parasuraman *et al.*, 1988). The authors promoted the model by conceptualizing service quality as a construct with five dimensions, including Tangibles, Reliability, Responsiveness, Assurance, and Empathy. The model has been applied to various service sectors, including tourism industry (Saleh and Ryan, 1991; Heung *et al.*, 2000; Bhat, 2012). However, when applying this model to the service sector, these researchers seem to agree more on the multiple attribute nature of service quality than the five dimensions in the original model.

Methodically, in the context of tour guide services, Heung (2008, pp. 306-307) suggested that service quality can be evaluated through three main constructs:

(1) Core service delivery: this construct reveals the essence of a tour guide's service, which the guide must deliver with consistency (e.g., follow the itinerary of the tour, and ensure that transportation, accommodation, dining and tour activities are arranged smoothly and safely);

(2) Customer orientation: this construct reflects the extent the guide puts tourists' needs and interests ahead of his or her own in providing superior value to them (e.g., assure customer satisfaction during a tour, and focus on what is valuable to the tourists and do as much as possible for them);

(3) Communication effectiveness: this construct involves an exchange of information and is an important factor in the relationship marketing between the tour guide and the tourists (e.g., communicate the itinerary of the trip to the tourists, provide interpretation of attractions, and handle tourist's enquiries/complaints).

Additionally, service performance is a concept that closely related to service quality. Some researchers have used service performance as a good tool to evaluate service quality (Crompton and Love, 1995; Johns *et al.*, 2004). For example, in their research, Johns *et al.* (2004) used the traditional SERVQUAL and service performance

(SERVPERF) scale respectively in order to examine service quality delivered by travel agents in Northern Cyprus, by measuring customer's expectation and perceptions of travel agents and identifying the gaps in the service quality offered. The result of this study showed that SERVPERF was considered as better than SERVQUAL to predict overall satisfaction of customers. However, research on both service quality and service performance of tour guiding profession is relatively scarce when compared with those on hotel and restaurant services. By using SERVQUAL, Wong and Kwong (2004) investigated the selection criteria for choosing package tours by Hong Kong outbound tourists and found that tour arrangements and service quality are the most important factors when choosing outbound package tours. Criteria included in service quality factor are 'reputation of travel agency', 'service quality of travel agency', 'escorts, tour guides' quality and experience', 'guaranteed departure', 'safety of the tour', and 'relaxing itinerary'. Zhang and Chow (2004) applied an importance performance analysis based on SERVQUAL in assessing Hong Kong tour guides' performance by outbound visitors. The results showed that Hong Kong tour guides performed well in their professional skills, reliability, and language ability, even though they should increase their problem-solving ability.

Customer satisfaction has been broadly investigated by researchers and over the years. A number of methodological approaches to the measurement of customer satisfaction have been expanded, but no agreement has yet been proven as the best approach. The literature on customer satisfaction is generally divided into two schools of thought lead by Parasuraman *et al*. (1985) and Gronroos (1984). The first regarded customer satisfaction as a gap between customers' expectations and their perceptions of a product or service's performance, whereas the second considered customer satisfaction as 'an outcome of the actual quality of performance and its perception by consumers' (Kozak and Rimmington, 1999, p. 261).

Both above schools of thought, however, have received a considerable amount of criticism. One major shortcoming of the expectation– perception approach is that customer's retrospective expectation may be altered by the receipt of further information on the product or service in question, leading to the difficulty on measuring his/her

actual repurchase expectation (Yuksel and Yuksel, 2001). In contrast, the absence of the expectation variable in the performance-only model can make it 'impossible to interpret high levels of customer satisfaction as the results of low expectations or superior quality of service provider' (Fuchs and Weiermair, 2004, p. 215). Measuring expectations offers additional information to determine the optimum level of performance that can be used as a benchmark to enhance the service quality (Ekinci, 2002). The expectation perception concept was additionally developed as the expectancy–disconfirmation model by Oliver (1980) with four elements: expectation, perceived performance, disconfirmation and satisfaction. The author assumed that consumers have expectations of a product or service before purchasing it, and then compared its actual performance with those expectations. If their expectations are exceeded, positive disconfirmation is achieved, leading to consumer satisfaction and willingness to purchase, and vice versa. Because of this reason, the choice of using expectation-perception or performance-only approach to measure customer satisfaction is still debated.

Service quality has been generally accepted as one of the factors affecting tourist satisfaction (Heung *et al.*, 2002; Baloglu *et al.*, 2003; Chan, 2004; Kuo *et al.*, 2013). For example, a research of Heung *et al.* (2002) in Hong Kong's restaurants on tourist perceptions of service factors and their impacts on tourist satisfaction showed that employee attributes, reliability, and physical features are significant factors contributing to overall satisfaction. In addition, when investigating the effect of tour services on customer satisfaction in package tours, Chan (2004) proposed a model that included two constructs; those are satisfaction with tour service and satisfaction with tour experience. The results of this study proved satisfaction with tour service was driven largely by tour guide service, leisure activities, and food; while satisfaction with tour experience was primarily determined by tour guide service, leisure activities, and shopping.

In the Vietnamese context, few researchers have focused on tourist satisfaction (Truong and Foster, 2006; Truong and King, 2009). By using a holiday satisfaction (HOLSAT) model, Truong and Foster (2006) measured the Australian tourists' satisfaction on their holiday experience at Vietnam, but not the satisfaction with a specific service provider (e.g. tour guide service). Another research of Truong and King (2009) also aimed to

evaluate the satisfaction levels among Chinese tourists in Vietnam on tourism products in general. Because of this reason, it can be said that there is no research focusing on tourist satisfaction on a specific service in Vietnam, leading to the difficulty and debate for researchers when choosing the appropriate methods and models (e.g. SERVQUAL or SERVPERF sale, expectation-perception or performance-only model) to assess the tourist satisfaction on tour guide performance.

2.4.3 Tour guide performance and tourist satisfaction

Relating to the relationship between the role of tour guide and tourist satisfaction, there is disagreement about the impact of tour guide performance on tourist satisfaction. Geva and Goldman (1991) investigated 15 guided tours from Israel to Europe and the United States, and found that in most cases tour guide performance did not significantly affect customers' satisfaction with the tour. Their findings contradict expectations because it is widely recognized that tour guides have responsibilities to customize the tour to individual needs and preferences, and hence, they are highly responsible for achieving tourist satisfaction. In contrast, Mossberg (1995) found that performance of tour guides during service affects tourist perceptions of the tour. In addition, Wong (2001) surveyed international tourists' satisfaction with services provided by local tour guides in Hong Kong and found that international tourists are generally satisfied with the local guides in terms of professional skills, customer relationship/empathy, and communication. Huang *et al.* (2010) in their research about the role of tour guide on domestic and foreign tourists' satisfaction in China also stated that tour guide performance is one of the most important factors affecting the satisfaction of clients, especially foreigners, in a package tour. In their research, reviewing relevant literature and focus group interviewing were employed to identify and measure the skills/attributes of tour guide performance. At the same time, after analyzing the three factors affecting the service quality of tour guide profession in Macau, including core service delivery, customer orientation, and communication effectiveness, Mak *et al.* (2010) concluded that tour guide is one of the most visible and critical players in the tourism industry, especially for sustainable development. Later, Mak *et al.* (2011) also identified six critical issues affecting the

service quality and professionalism of tour guide in Hong Kong and Macau, including unhealthy tourism business practices, low tour fare versus guiding quality, recognition of the importance of tour guide, income and training for tour guide, human resource issues and role conflict of tour guide. Both of these two research conducted semi-structured in-depth interviews with representatives of tour guide associations, monitoring authorities, government officials, tour operators, and selected practicing tour guides in Hong Kong and Macau, in order to identify the skills of tour guide as well as their measurements. Recently, by reviewing previous and relevant literature, Weiler and Walker (2014) affirmed the role of tour guide and stated that the communication skill of tour guides enhanced the guided tour experience as well as the tourists' expectation.

Previous research looked at the factors of tour guide performance that affect the experience of tourists in package tour. For example, Yu *et al.* (2002) offered a theoretical framework to examine tour guide's role of intercultural communication and mediation. They suggested that tour guide's intercultural competence affects tourist satisfaction with quality of intercultural travel experience. Furthermore, Wang *et al.* (2000) showed the critical technique to study service features in group package tours. The authors identified a hierarchical structure of critical service features that included 9 sectors and 25 subsectors (see Table A0.2 in Appendix 5). In each subsector, tourists' narratives of their satisfying or unsatisfactory experiences regarding tour guide performance are clarified. The result of this research also proposed clearly information on tourists' perception of tour guide performance as well as how tour guide performance influences tourist satisfaction. Lately, a research by Weiler and Yu (2007) suggested that as a cultural mediator, a tour guide has to perform a number of roles relating to three specific dimensions: the mediation of access, understanding, and encounters. Among them, the mediation of understanding contributes most to the generation of a memorable tour experience. In agreement with this, Weiler and Walker (2014) raised the performance of tour guides when implying their roles of mediator and experience broker in a package tour. It is also noted that in most research, tour guide performance was assessed by tourists' evaluation.

In the Vietnamese context, there is limited research on tourism industry, none of which has been found to examine the role of the tour guide or the relationship between tour guide performance and tourist satisfaction. Without substantive research results regarding tour guide performance and service quality, tourism companies are less confident in regulating tour guide practices and ensuring tour guide performance in order to deliver the best quality service to their customers. In order to fill this gap, this thesis aims partly at assessing the role of tour guides in Vietnam through their performance.

2.4.4 Destination loyalty

Customer satisfaction is considered as an essential business goal because it is assumed that satisfied customers are more likely to be repeat customers. Ideally, organizations should attempt to go beyond simply satisfying customers and build customer loyalty. According to Taylor (1998, p.41), the two factors that measure customer loyalty are 'likelihood to repurchase the product of service' and 'likelihood to recommend a product or service to others'. Some studies have said that a 5% increase in customer retention can generate a growth in profit of 25-95% across a range of industries (Reichheld and Sasser, 1990; Reichheld, 1996). In addition, loyal customers are more likely to act as free word-of-mouth advertising agents that can bring networks of friends, relatives and other potential customers to a product or service informally (Shoemaker and Lewis, 1999). Reichheld and Sasser (1990) asserted that word-of-mouth transfer might account for up to 60% of sales to new customers. Therefore, loyalty becomes a fundamental strategic component for organizations and businesses. Obviously, the more satisfied the customers are, the more likely they are to repurchase the product or service as well as to encourage others to become customers. In order to retain customers, organization must try to satisfy them, but a further and more significant objective must be considered, that is establishing customer loyalty (Cronin *et al.*, 2000; Petrick *et al.*, 2001; Chen and Chen, 2010; Kumar *et al.*, 2013).

In the travel and tourism context, many authors agreed that tourist satisfaction with travel experiences contributes to destination loyalty (Bramwell, 1998; Oppermann,

2000; Alexandris *et al.*, 2006; Faullant *et al.*, 2008; Truong and King, 2009; XiaoXia *et al.*, 2013). Specifically, the degree of tourist's loyalty to a destination could be reflected in his/her intention to revisit the destination as well as his/her willingness to recommend it (Oppermann, 2000; Um *et al.*, 2006; Sun *et al.*, 2013). The satisfaction of tourists created by tourism destination could produce repeat visits and positive word-of-mouth effects to friends and/or relatives. Although many authors agreed that recommendations by previous visit also can be taken as the most reliable information sources for potential tourists (Truong and King, 2009; Chen and Lin, 2012; Sun *et al.*, 2013), there are some arguments about the destination loyalty in terms of tourists' intention to revisit. Lehto *et al.* (2004) showed that repeat vacations differ from regular product repurchases because previous trip experiences cannot be duplicated practically. Conversely, a study of tourists to New Zealand conducted by Oppermann (1997) revealed that first-time tourists tend to spend more money, but stay a shorter time than repeat visitors (Liu *et al.*, 2012). The author also mentioned that first-time tourists tend to explore the destination extensively while repeat visitors explore more intensively, visiting fewer places but spending more time at each place. Furthermore, a research of Wang (2004) noted that repeat visitors are likely to stay longer, engage in fewer activities, and be more involved in local life-related activities than first-time visitors. Additionally, in making travel decisions, repeat visitors appear to rely more on their own experiences than on other information sources, therefore they spend much less time on planning (Li *et al.*, 2008).

In particular, in terms of travel and tourism sectors, although a review of literature exhibits an abundance of studies on tourist satisfaction, but destination loyalty has not been thoroughly investigated. In fact, recent tourism studies have addressed and examined the constructs of satisfaction and loyalty independently. However, studies discussing the causal relationship between tourist satisfaction and destination loyalty are lacking (Oppermann, 2000; Christina and Hailin, 2008; Chen and Chen, 2010; Lee *et al.*, 2011).

Nowadays, it is said that the number of research on tourism industry has been increasing over years in Asia countries (Leung *et al.*, 2011). Research of Jogaratnam *et al.* (2005) indicated that Asian research output on tourism had grown noticeably over the earlier

period, with the region becoming one of the world's top three contributors, accounting about 15% of all articles published in the leading tourism and hospitality journals from 2002–2006. Severt *et al.* (2009) also affirmed that the Asian region now has the fastest growth rate of contribution in tourism studies. Along with mainland China in the region, Hong Kong with its comfortable combination of a Western lifestyle and Chinese traditions, gives it advantages in drawing research talent from around the world (Law and Cheung, 2008). Taiwan, in addition, in line with the expansion of tourism industry and economic development in recent years and its greater emphasis on tourism education, has also been successful in this regard (Kim *et al.*, 2006). However, the number of studies on tourism in other countries, like the Southeast Asia area, is still lacking. The result from a study of Leung *et al*. (2011) affirmed there was little research on tourism conducted in Thailand, Malaysia, Indonesia, and Singapore. The reason mostly comes from the fact that English is not the first or the common language of many Asian countries, which may affect the quality of published papers and increase communication difficulty. Furthermore, most research on tourism in all countries as well as in Asian region concentrates on hotel and restaurant administration, economics, cultural/heritage study, parks and recreation, and sociology disciplines (Cheng *et al.*, 2011). This leads to the scarcity of research on tourism management discipline, for example, the specific factors affect tourist satisfaction, or the relationship between tourist satisfaction and destination loyalty.

In Vietnamese context, examination of the influence of tourist satisfaction with specific attributes on repeat visit to Vietnam has only been conducted in a single study by Truong and King (2009). Moreover, with a red alert that 80% – 85% of international tourists do not intend to revisit Vietnam during the period 2007-2012 (Thu, 2012), it is reasonably needed to conduct more studies on the relationship between tour guide performance and tourist satisfaction as well as between tourist satisfaction on tour guide and their loyalty, in order to have greater knowledge of this issue and to understand the role of tourist satisfaction in developing loyalty.

2.5 Research model, research questions and hypotheses

According to Huang *et al.* (2010) in their research about tour guide's role in Shanghai – China, there are two dimensions of tour guide performance for both domestic and foreign tourists; those are intrapersonal servability, and interpersonal servability and organizational skills. Intrapersonal servability includes knowledge, personality, empathy, passion, attitude, and health condition; while interpersonal servability and organizational skills consist of interpersonal skills and organization, professional competence, and problem solving skill.

Furthermore, according to Bowie and Chang (2005)'s research on tourist satisfaction with guided package tours, it is said that there are 8 factors influenced tourist satisfaction, including transport delays, problems with foreign languages, personal safety and health, relationships with fellow tourists, failure of accommodation service, performance of service staff, unfamiliar customs and foods, and difficulties over money. Among those, there are some factors related to tour guide performance, for example, problems with languages and relationship with fellow tourists. On the other hand, the authors also found that tour guide performance, specifically in terms of service attitude and interpretation skills, plays an important role in order to achieve success of a guided package tour.

The research of Zhang and Chow (2004) stated that there are 20 service quality attributes of a tour guide had a mean score. The top five most important attributes are 'punctual', 'able to solve problems', 'knowledge of destination', 'honest and trustworthy', and 'inform safety regulation'. The remaining attributes like 'polite', 'respect customers', 'appear neat and tidy', 'always available for help', etc. can be possibly sorted into the two categories including intrapersonal and interpersonal servabilities that Huang *et al.* (2010) had conducted.

After examining the above research in terms of tour guide attributes, there are a number of attributs affecting the tour guide performance. The proposed research will be based on the two categories of intrapersonal servability, interpersonal servability and

organizational skills. However, it will be expanded in terms of attributes in each category after conducting focus group interviews with three cohorts of respondents, including tour guides, tour managers, and foreign tourist in Vietnam. Finally, in order to carry out the purpose of the study, the analysis of the study will be based on the following model:

Figure 2.3: Research model of the study

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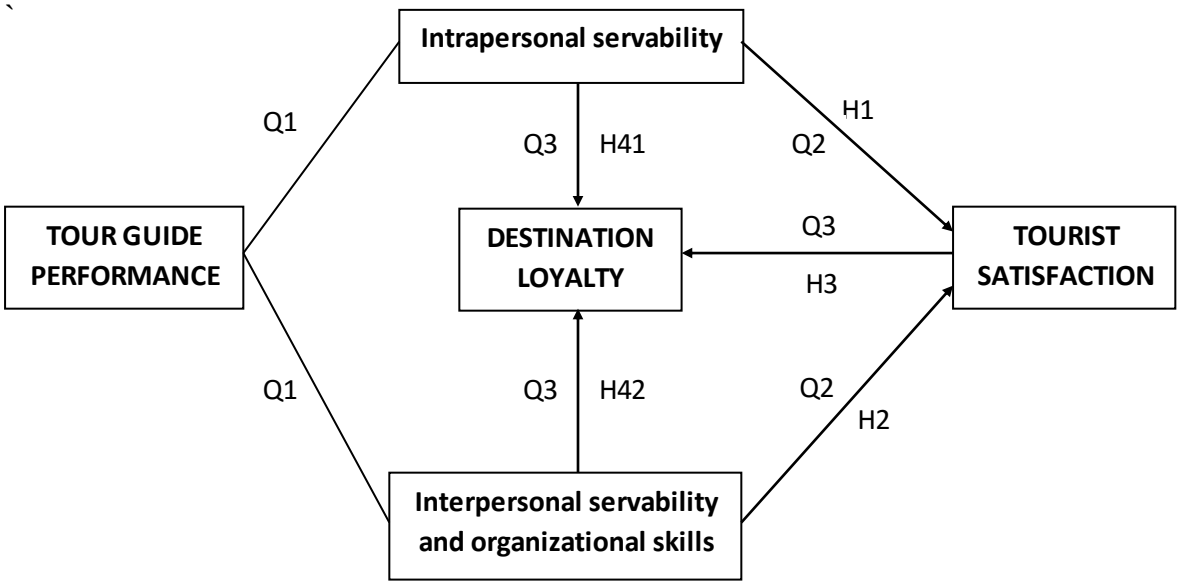


After examining the review of literature and model, the three research questions are raised for gaining primary information on tour guide performance and tourist satisfaction in Vietnam as follows:

- Q1: What are factors influencing tour guide performance in tourism industry in Vietnam?
- Q2: What is relationship between tour guide performance and tourist satisfaction in tourism industry in Vietnam?
- Q3: What is the relationship between tourist satisfaction on tour guide performance and destination loyalty?

To assist in answering the above research questions as illustrated in the figure, the following five hypotheses are proposed:

- H1: Higher level of intrapersonal servability of tour guide is positively associated with higher level of tourist satisfaction.
- H2: Higher level of interpersonal servability and organizational skills of tour guide is positively associated with higher level of tourist satisfaction.
- H3: Higher level of tourist satisfaction is positively associated with higher level of destination loyalty
- H41: Higher level of intrapersonal servability of tour guide is positively associated with higher level of destination loyalty
- H42: Higher level of interpersonal servability and organizational skills of tour guide is positively associated with higher level of destination loyalty

2.6 Conclusion

This chapter firstly explored the issues of human resource management in tourism industry at a whole, and then provided the literature on tour guide, service performance, tourist satisfaction, and destination loyalty in order to identify the research model and confirm the research questions. The previous discussion has confirmed the importance of tour guide performance on tourist satisfaction and destination loyalty. Two components, namely intrapersonal servability, and interpersonal servability and organizational skills, are considered to make up tour guide performance. Five hypotheses were also raised based on the literature and existing research. The methodology utilized to test this theoretical model is presented in the following chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

While there has been extensive research on the tourism industry as well as tourist satisfaction, one principal omission from most previous research has been an absence of a clear understanding about the effect of tour guide performance on tourist satisfaction. An important contribution of this research, therefore, is the development of a methodology to provide an appropriate way to examine this effect. In other words, it is significant to have an overall approach to the research process from the theoretical aspect to the collection and analysis of the data (Hussey and Hussey, 1997). The purpose of this chapter is to discuss the research methodology used in this project to show how various considerations have shaped the methodology adopted, and to outline some of the implications for the result of the study.

3.2 Design of the research

The design of the research methodology has a considerable influence upon the nature and quality of research outputs since it influences both the validity of the results and the extent to which the results can be generalized to other settings. The primary decisions involved in the research design of this study were whether to adopt qualitative or quantitative research, whether to conduct exploratory or confirmatory approach, and whether to carry out a longitudinal or cross-sectional survey to collect the data.

3.2.1 Qualitative research, quantitative research or combination of both

Quantitative research is a methodology that 'seeks to quantify the data' and 'applies some form of statistical analysis', while qualitative research is 'an unstructured, exploratory research methodology based on small samples that provides insights and understanding of the problem setting' (Malhotra, 2004, p.137). Quantitative method, in

this study, plays a significant role to examine the relationship between the tour guide performance and foreign tourists' satisfaction and destination loyalty in the Vietnamese context. The Vietnamese context may vary from other contexts like China, Hong Kong, and Taiwan in which other research has been undertaken due to differences in culture, economy, and policies.

The qualitative analysis is exploratory in nature, designed to better understand the issues associated with tour guide performance, and then to guide the design of the primary stage of the research. In this kind of study, focus group interviews are often undertaken. The purpose of using a focus group is to gain insights by listening to a group of people talk about issues to the researcher, and the value comes from the unexpected findings often obtained from a free-flowing group discussion (Malhotra, 2004). According to the previous studies, there are many factors that affect tour guide performance. However, not all of them can be applied in the Vietnamese context. Therefore, a focus group interview is a reasonable method to determine the appropriate factors to apply to the tourism industry in Vietnam, and qualitative research is needed for this study.

Furthermore, it is suggested that mixed method research is primarily quantitative or qualitative in design, but it incorporates some elements or strategies of other approaches within the same study (Morse, 2005). According to Hurmerinta and Nummela (2006), there are three reasons that lead to the use of a mixed method approach. First, mixed methods may be instrumental, in that the qualitative portion facilitates the quantitative portion, or vice versa. Second, mixed methods can be used to improve the validity of the research. And finally, this approach may show an expectation that a deeper understanding of the research subject can be achieved.

Because of the above reasons, this study used a mixed-method research approach, incorporating both qualitative and quantitative research. The first stage of the research was qualitative utilizing focus group interviews while the second stage employed the quantitative approach of a survey.

Hair *et al.* (2006) stated that a focus group involves a small group of respondents in an interactive and spontaneous discussion with a moderator to guide the group's discussion.

Normally, the preferred size for a focus group is from 8 to 12 participants (Malhotra, 2004; Hair *et al.*, 2006), in order to have sufficient participants to generate discussion without the group becoming unmanageable. Moreover, according to Malhotra and Peterson (2006), convenience samples are useful in exploratory research where the objective is to generate ideas, gain insights or develop hypotheses. They can be used for focus groups, pretesting questionnaires or pilot studies. Because of this reason, convenience sampling will be used for recruiting focus group respondents in this research.

The questionnaire in quantitative research step consisted of five sections, where section 1 is intrapersonal servability of tour guide; section 2 is interpersonal servability and organizational skills of tour guide; section 3 is tourist satisfaction with the tour guide performance of a tour; section 4 is destination loyalty of tourist; and section 5 is demographic profile of respondents. A 5-point Likert-type scale where 1 = *strongly disagree* and 5 = *strongly agree* was employed to assess respondents' ratings on the performance of tour guides as well as tourists' satisfaction with a package tour and their destination loyalty. The questionnaire was prepared in English before carrying out pilot test. Once pilot test was completed, the official questionnaire will be used for main survey after revision.

3.2.2 Exploratory research, confirmatory research or combination of both

In general, there are three alternative choices in selecting the research approach. They are exploratory research, confirmatory research, or a combination of both (Cohen and Manion 1994). Exploratory research is conducted when there are very few or no earlier studies that a researcher can refer to for information about the problem or issue (Hussey and Hussey, 1997). The aim of this research is to look for patterns, ideas or hypotheses, rather than testing or confirming a hypothesis. Confirmatory research, on the other hand, is conducted when there is previous theory (or theories) to which a researcher can refer for information about the problem or issue (Hussey and Hussey, 1997). The aim of this research is to find out if the theory is supported by the facts. The starting point for confirmatory research is a theory that the researcher narrows the focus to increasingly

specific hypotheses and observations, which address those hypotheses. Finally, the researcher tests the final hypotheses with specific empirical data in order to confirm or reject the original theory. However, a researcher may also use both exploratory and confirmatory research at the same time, an approach refer to as a mixed methods approach (Glaser, 1992). This research was classified as a part exploratory as well as a part of confirmatory for two reasons.

First, this research conducted exploratory research because the first objective of the study is to identify factors that affect tour guide performance in a package tour. This research area is a little studied territory as there are only a few previous research reports focused on this (Zhang and Chow, 2004; Huang *et al.*, 2010). This previous research, moreover, was conducted only in the context of China and its territories, and it might not be applicable for the others like Vietnam. Most of finding of these studies indicated the affect of tour guide to tourist satisfaction, but none of them reported on the loyalty of tourists based on their satisfaction. In terms of exploratory part of this research, the focus is on gaining insights and familiarity with the role of tour guide on foreign tourist satisfaction.

Second, this research was part of confirmatory research because the second objective of the study is to examine the effects of tour guide performance on tourist satisfaction, together with the effects of tourist satisfaction on tourist loyalty. Five hypotheses were developed to achieve the second objective of this research (see Chapter 2). The five hypotheses were based on the theories found in previous research (Zhang and Chow, 2004; Christina and Hailin, 2008; Huang *et al.*, 2010). The aim of this objective is to investigate if the theories are supported by empirical data.

3.2.3 The use of exploratory factor analysis, confirmatory factor analysis, and structural equation modeling

Researchers, in many cases, are interested in variables that cannot be directly observed, such as achievement, intelligence, or beliefs. They use terms such as latent variables or factors to describe unobserved variables. As a result, factor analysis, including

exploratory, confirmatory, and structural equation modeling are statistical techniques that researchers can use to reduce the number of observed variables into a smaller number of latent variables by examining the covariation among the observed variables (Schreiber *et al.*, 2006).

In exploratory factor analysis (EFA) the researcher has a large set of variables and hypotheses that the observed variables may be linked together; however, the researcher does not know the exact nature of the structure. Because of this reason, the purpose of an EFA is to uncover this structure (Ullman, 2006). EFA in this case might determine how many factors exist, the relationship between factors, and how the variables are associated with the factors. In this type of analysis, various solutions are estimated with a number of factors and types of rotation. EFA is an exploratory technique as the researcher chooses among the solutions and selects the best one based on related theories. For this reason, this research will employ EFA because one of the purposes of the study is to determine the factors of tour guide that affect foreign tourist satisfaction.

Technically, before conducting the factor analysis and subsequent reliability testing, all negatively worded items were coded to ensure that all statement responses were in the same direction. Common factor analysis via principal axis factoring was applied in this research instead of principal component analysis because this method identifies the latent dimensions represented in the original variables (Hair *et al.*, 1995). In addition, promax rotation was also used due to its accuracy when reflecting the underlying structure of the data better than other methods, such as varimax rotation (Gerbing and Anderson, 1988).

In confirmatory factor analysis (CFA) the researcher has a strong idea and knowledge about the number of factors, the relations among the factors, and the relationship between the factors and measured variables. Based on theories and/or empirical research, the goal of the analysis is to postulate relations between the observed measures and underlying factors and then to test competing theoretical models about the structure (Byrne, 2005; Ullman, 2006). This study, therefore, will use CFA in order to investigate the relationship between tour guide performance and tourist satisfaction as well as

tourist satisfaction on tour guide performance and tourist loyalty based on the existing theories in the research of Zhang and Chow (2004) and Huang *et al.* (2010).

The overall fit of the model is used in CFA as the necessary and sufficient standard to examine whether a set of measurement items is unidimensional (Kumar and Dillon, 1987; Steenkamp and Van Trijp, 1991). The chi-square statistic is the most common index of overall fit (Hair *et al.*, 1995; Hoyle, 1995). However, this criterion in CFA is highly sensitive to sample size. In the case of large sample sizes (commonly above 200), a significant chi-square is likely to be found for any specification model (Hair *et al.*, 1995). Therefore, an acceptable fit of the model to the data is achieved with either a non-significant chi-square value, which is suggestive of a p-value greater than or equal .05 (Bagozzi and Foxall, 1996), or if other indices, such as comparative fit index (CFI), incremental fit index (IFI), Tucker-Lewis index (TLI), and goodness-of-fit index (GFI) are satisfied. Another common measure of fit is Root Mean Square Error of Approximation (RMSEA) (Steiger and Lind, 1980). Bryne (1989) also stated RMSEA as one of the most informative criteria in structural equation modeling because it takes into account the error of approximation in the population.

For a long time, structural equation modeling (SEM) has become one of the most useful and popular forms of analysis used to address many problems in social sciences (Baumgarther and Homburg, 1996). One of the advantages of using SEM to test a theoretical model is allowing researchers to explicitly accommodate measurement errors as well as incorporate abstract and unobservable constructs. On the other hand, SEM not only combines theory and data but also confronts theory with data (Fornell, 1982). SEM can also be used to assess the best fitting model in order to optimize the theoretical model with existing data. Furthermore, SEM provides and tests multiple interrelated dependence relationships in a single model that cannot be done by other multivariable techniques (Hair *et al.*, 1995). More specifically, unlike other statistical tools such as regression, SEM also allows researchers to identify interrelated relationships in a single, systematic and comprehensive analysis by modeling relationships among multiple independent and dependent constructs simultaneously (Anderson and Gerbing, 1988).

In this study, SEM is selected as the tool to assess and test the proposed relationships in the theoretical model defined in Chapter 2 by following the two-step approach suggested by Anderson and Gerbing (1988). The two-step approach in SEM requires the measurement model to be estimated before conducting the simultaneous estimation of the measurement model and the structural model (Anderson and Gerbing, 1988). This approach implies that reliability and validity of measurements are requirements for theory testing. According to Anderson and Gerbing (1988), Bagozzi (1994), and Kline (1998), every measurement model must be based on theory. Hence, a structural model can be tested only if the measures of the constructs used in the model have been tested for a satisfactory level of validity.

3.3 Design of measures

In order to design the measure of tour guide performance, focus group interviews were firstly generated. Focus group interviews were considered as an appropriate method for data collection because they allowed for authenticity and variety in participant responses, stimulate discussion between participants, enable verbal and non-verbal information to be collected (Bouma, 2001). In addition, focus group interviews are cost effective when collecting a number of appropriate participants at the same time.

Following the methods of Beck *et al.* (1986), the focus group interviews in this study took place in a non-threatening environment outside of work hours. Three focus group interviews with three cohorts including tour guides, foreign tourists, and tour managers were conducted in the study. The interviews were audio-taped by the author on the main themes that arose as a result of the discussion, interactions and dynamics of the group (Brodigan, 1992). During the discussions, notes were also taken and mind maps were produced to facilitate the analysis of the data (Dey, 1993). At the conclusion of each discussion on tour guide performance, a short evaluation questionnaire was distributed to all participants in order to get feedback about their experiences of being a member of the focus group. In this research, all participants agreed that the venue and moderator were good. Additionally, the fuller description of the data collection instruments,

including participant consent form, participant information sheet, focus group interview proforma, and questionnaire, are provided in Appendices 1-4.

The results of focus group interviews showed that there are four main constructs in the theoretical model, including (1) intrapersonal servability; (2) interpersonal servability and organizational skills; (3) tourist satisfaction; and (4) destination loyalty of tourist. The following section reviews the measurement of these constructs in previous studies and proposes the instrument for the study.

3.3.1 Intrapersonal servability of tour guide

As discussed in Chapter 2 and based on existing research of Leclerc and Martin (2004), Zhang and Chow (2004), Heung (2008), Huang *et al.* (2010), and Chang (2014), intrapersonal servability of tour guide is proposed as a construct comprising three components, including appearance, work attitude, and communication skill.

3.3.1.1 Appearance

Extracted from research of Zhang and Chow (2004) and Huang *et al.* (2010), appearance of tour guide, denoted as 'app', might be understood as the exterior and characteristics of tour guide that can be seen at some of the first times when tourists meet a tour guide. Huang *et al.* (2010) implied the appearance of tour guide using Chinese sample was measured by personality, health condition, and friendliness. However, in terms of foreign sample, the honesty and the politeness of tour guide were deleted out of the measure by the researchers. More recently, the appearance of tour guide, again, had been applied to the research of Chang (2014) on tour guide performance in Taiwan. In his research, personal appearance of tour guide was measured by the politeness and the neat appearance of tour guide. Therefore, in this research, appearance of tour guide is evaluated by six items (Table 3.1). Each item was measured by a five-point Likert-type scale anchored by: 1: strongly disagree and 5: strongly agree.

Table 3.1: Measures of appearance

Item wording	Item codes
Tour guides were friendly	v1.1
Tour guides' clothes and appearance were neat and appropriate	v1.2
Tour guides were polite	v1.3
Tour guides were honest and reliable	v1.4
Tour guides had good personality	v1.5
Tour guides had good health	v1.6

Source: Zhang and Chow (2004); Huang *et al.* (2010); Chang (2014)

3.3.1.2 Work attitude

Work attitude of tour guide, denoted as 'work', can be known as the attitude of tour guide when serving tourists in a package tour (Huang *et al.*, 2010). In their research, work attitude of tour guide was evaluated by the work passion for foreign sample, or was measured by both work passion and responsibility for Chinese sample. This current study adapts the scale measurement of work attitude, which comprises two items using a five-point scale (strongly disagree/strongly agree) to test for foreign tourists. The items are shown in Table 3.2

Table 3.2: Measures of work attitude

Item wording	Item codes
Tour guides showed passion of their work	v1.7
Tour guides showed a sense of responsibility	v1.8

Source: Zhang and Chow (2004); Huang *et al.* (2010)

3.3.1.3 Communication skill

Communication skill, denoted as 'com', is the skill of tour guide when communicating and working with foreign customers (Leclerc and Martin, 2004; Zhang and Chow, 2004; Chang, 2014). A research of Zhang and Chow (2004) in Hong Kong showed that communication skill of tour guide was measured by the communication ability in Mandarin/Cantonese and presentation skill of tour guide. This measure, again, was used to evaluate the presentation and communication skill of tour leader and tour guide in the context of China in the research of Heung (2008), as well as in the context of Taiwan in the research of Chang (2014). Because of this reason, in this research communication skill is measured by the language ability and the communication ability of tour guides as shown in Table 3.3.

Table 3.3: Measures of communication skill

Item wording	Item codes
Tour guides were fluent in the language of the tour group	v1.9
Tour guides were good at communication	v1.10

Source: Zhang and Chow (2004); Heung (2008); Chang (2014)

3.3.2 Interpersonal servability and organizational skills of tour guide

Existing research of Zhang and Chow (2004), Huang *et al.* (2010), and Mak *et al.* (2011) as well as the conducted focus group interviews of this study implied that the interpersonal servability and organizational skills of tour guide comprises seven components, including empathy, professional competence, connecting customers, solving problems, organizational skill, environmental protection skill, and entertainment introduction skill.

3.3.2.1 Empathy

Empathy skill of tour guide, denoted as 'emp', is the ability to recognize the normal psychological needs of customers, as well as the willingness to help customers (Huang *et al.*, 2010). For a long time, for example in the research of Zhang and Chow (2004), this component was evaluated by the availability for help from the tour guide in the context of Hong Kong. More recently, Heung (2008) and Chang (2014) in their research in China and Taiwan also defined empathy skill as the helpfulness of tour guide. In this study, the scale of this component comprises three items as shown in Table 3.4.

Table 3.4: Measures of empathy

Item wording	Item codes
Tour guides took good care of customers' needs	v2.1
Tour guides were able to meet psychological needs of customers	v2.2
Tour guides were willing to help customers	v2.3

Source: Zhang and Chow (2004); Heung (2008); Huang *et al.* (2010); Chang (2014)

3.3.2.2 Professional competence

The professional competence on guiding service in a package tour, denoted as 'prof', can be understood as the knowledge of the guide about the culture, history, and lifestyle of destinations and customers (Huang *et al.*, 2010). Zhang and Chow (2004) in their research also implied the ability to inform visitors about destination's customs as one of the significant factors that affect the performance of tour guide. Moreover, the knowledge about the destination was also considered as one of the important elements to evaluate the knowledge of tour guide in the study of Chang (2014). This research, therefore, adapts the scale measurement of professional competence with three items using a five-point scale. The items are shown in Table 3.5.

Table 3.5: Measures of professional competence

Item wording	Item codes
Tour guides had a knowledge of destination's culture and history	v2.4
Tour guides had knowledge of local people's lifestyle	v2.5
Tour guides understood the culture of customers they were serving	v2.6

Source: Zhang and Chow (2004); Huang *et al*. (2010); Chang (2014)

3.3.2.3 Connecting customers

Research of Zhang and Chow (2004), Mak *et al.* (2011), and Chang (2014) showed that the skill of connecting tourists in a tour, denoted as 'connect', is one of the significant factors of a tour guide leading to tourist satisfaction. In their research, this component includes the skill of performing in commentary and/or the sense of humor. Furthermore, a research of Huang *et al.* (2010) stated that the ability to generate rapport among tourists was one of the items to measure the skill of connecting customers of a tour guide. In this study, the scale measurement of this component consists of three items that shown in Table 3.6.

Table 3.6: Measures of connecting customers

Item wording	Item codes
Tour guides performed well in commentary	v2.7
Tour guides had a good sense of humor	v2.8
Tour guides were able to generate rapport among tour's members	v2.9

Source: Zhang and Chow (2004); Huang *et al.* (2010); Mak *et al.* (2011); Chang (2014)

3.3.2.4 Solving problems

In general, the skill of solving problems of tour guide in a package tour, denoted as 'solv', is measured by the ability to solve problems as stated in the research of Zhang and Chow (2004), Heung (2008), and Chang (2014). However, Huang *et* al. (2010) raised some more elements related to the skill of solving problems, including the ability to handle complaints and unexpected incidents, and the ability to reconcile arguments related to history. Because of this reason, this study employs the scale measurement of the component that consists of five items (Table 3.7).

Table 3.7: Measures of solving problems

Item wording	Item codes
Tour guides were able to handle customers' complaints	v2.10
Tour guides were flexible in solving any problems and conflicts in the tour	v2.11
Tour guides were able to cope with unexpected and urgent incidents	v2.12
Tour guides were able to reconcile historical arguments among customers	v2.13
Tour guides showed sound judgment in historical arguments with customers	v2.14

Source: Huang *et al.* (2010)

3.3.2.5 Organizational skill

Zhang and Chow (2004) in their research showed that organizational skill, denoted as 'org', can be measured by the skill of paying attention to detail during the tour. This perception again was applied to a research of Heung (2008) on tour leader attributes in the context of China. Additionally, Chang (2014) included the skill of arrangement of all the services promised on the itinerary of tour guide in order to measure the organizational skill of tour guide performance. More specifically, according to Huang *et al.* (2010), organizational skills of the tour guide are the skills of time management in a

tour, the cooperation with other staff, and the organization of activities in a tour. In this study, this component is measured by the following items shown in Table 3.8.

Table 3.8: Measures of organizational skills

Item wording	Item codes
Tour guides followed the itinerary and schedule	v2.15
Tour guides were good at time management	v2.16
Tour guides were able to organize activities in a tour	v2.17
Tour guides were able to cooperate with other staff (e.g., driver)	v2.18

Source: Huang *et al*. (2010)

3.3.2.6 Environmental protection skill

Environmental protection skill, denoted as 'envi', is the factor that Zhang and Chow (2004) implied in their research on the role of tour guide. It can be measured by the ability to inform safety regulations. In agreement with this, Heung (2008) stated that the skill of providing clear information on safety and security is one of significant attributes of a tour leader in terms of environmental protection skill. However, in the context of Vietnam, with the conducted focus group interviews of this study, environmental protection skill is also evaluated by the knowledge to keep environmental clean and the skill of keeping reminding customers of environmental issues. The measure therefore consists of three items that shown in Table 3.9.

Table 3.9: Measures of environmental protection skill

Item wording	Item codes
Tour guides had knowledge to keep environment clean during a tour	v2.19
Tour guides kept reminding tourists of environmental protection issues	v2.20
Tour guides kept reminding tourists of safety issues	v2.21

Source: Zhang and Chow (2004); Heung (2008); and extracted from focus group interviews by the author

3.3.2.7 Entertainment introduction skill

Entertainment introduction skill, denoted as 'intro', is the tour guide's introduction skill to tourists about the interesting places in the country for sightseeing, for shopping, and for eating and drinking. Both Zhang and Chow (2004) and Huang *et al.* (2010) agreed that the ability to introduce reliable shops to tourists is important. However, the conducted focus group interviews of this study also showed that the entertainment introduction skill can be measured by other components, such as the ability to introduced restaurants, traditional and special products, and the skill to introduce interesting entertainment places to customers. As a result, there are five items to evaluate entertainment introduction skill of tour guide (Table 3.10).

Table 3.10: Measures of entertainment introduction skill

Item wording	Item codes
Tour guides introduced restaurants with tasty foods to customers	v2.22
Tour guides introduced Vietnamese traditional and original foods to customers	v2.23
Tour guides introduced interesting entertainment places to tourists (e.g., casino)	v2.24
Tour guides introduced Vietnamese traditional or special products to customers	v2.25
Tour guides introduced reliable shops to customers	v2.26

Source: Zhang and Chow (2004); Huang *et al.* (2010); and extracted from focus group interviews by the author

3.3.3 Tourist satisfaction

Oliver (1993, p. 421) defined satisfaction as 'the consumer's subjective satisfaction judgment resulting from observations of attribute performance'. As proposed in their model, Huang *et al.* (2010) implied that tourist satisfaction can be measured by the satisfaction with guiding service, tour service, and the overall tour experience. This concept was also approved by many authors, including Chan (2004) in his research in China; Truong and King (2009) in their search in Vietnam; and Ozdemir *et al.* (2012) in their research in Turkey. Therefore the measure of tourist satisfaction in this study includes three items as shown in Table 3.11.

Table 3.11: Measures of tourist satisfaction

Item wording	Item codes
I was satisfied with guiding service	v3.1
I was satisfied with tour services	v3.2
I was satisfied with the overall tour experience	v3.3

Source: Chan (2004), Truong and King (2009); Huang *et al.* (2010); Ozdemir *et al.* (2012)

3.3.4 Destination loyalty of tourist

Many researchers agreed destination loyalty is significant factor that influenced tourist satisfaction. This factor is evaluated by intention to revisit and word-of mouth effects to others of tourists, as well as the willingness to stay longer to travel if tourists have a chance in the future (Oppermann, 2000; Um *et al.*, 2006; Sun *et al.*, 2013). Therefore, destination loyalty will be measured by three items that shown in Table 3.12.

Table 3.12: Measures of destination loyalty of tourist

Item wording	Item codes
I am willing to revisit Vietnam for tourism in the future	v4.1
If I have a chance to come to Vietnam in a business trip, I will stay longer to travel	v4.2
I am willing to recommend others to travel to Vietnam	v4.3

Source: Oppermann (2000); Um *et al.* (2006); Sun *et al.* (2013)

Based on the above design of measures, the survey was constructed to test the hypotheses and answer the research questions in chapter 2. The first stage of this testing is running pilot study to revise the questionnaires before conducting the main survey.

3.4 Pilot study

A pilot survey was conducted by distributing 25 questionnaires to foreign tourists who are travelling in Vietnam in package tours. It is noted that all of the constructs used in this study have been developed and empirically tested in China and Hong Kong. Because of this reason, it was considered that the pilot study would be useful in order to modify measures to suit the context of Vietnam. On the other hand, another aim of using the pilot test was to discover the reactions of respondents to the questions (e.g. unable to understand, misunderstand, and skip the questions) (Hunt *et al.*, 1982). The purpose of the pilot test was to eliminate possible weaknesses and flaws in the first draft questionnaire in order to create the final questionnaire for the main survey (Zikmund, 1997).

In the pilot study of this research, along with handing questionnaires to foreign tourists and asking them to answer the questions, each participant was also asked in turn about his or her interpretation of the questions. The purpose of this action was to ensure they understood the measure of the question in the same manner for reliable responses. They were encouraged to comment on the questionnaire critically and raised any problems they could identify in the questions as if they were the respondents. If problems were detected, all the participants would be encouraged to comment alternatives for handling the identified problems. From their comments, some questions would be rephrased. In this research, it is fortunate to say that almost the respondents understood correctly about all the questions, except two participants who did not recognize what 'MICE' is due to its abbreviation. This term therefore was revised in the official questionnaires.

3.5 Main survey

3.5.1 Sampling

In the first step, the population of the study was chosen. Population was defined as 'the complete set of units of analysis that are under investigation, while element is the unit from which the necessary data is collected' (Davis, 2000, p.220). This research focuses

on foreign tourists to investigate the effect of tour guide performance on tourists' satisfaction and their destination loyalty. The empirical study is conducted in Vietnam in order to test the theoretical model. Therefore, the population of the study is foreign tourists who are/were traveling in a package tour in Vietnam, including Ho Chi Minh City, Phan Thiet City, Nha Trang City, Da Nang City and Ha Noi.

The next step is to identify the sampling method to be used to select the sample for the study. According to the methodology literature, there are two main sampling methods, including probability and non-probability sampling (Zikmund, 2000). In this study, it is very hard to apply probability sampling method due to the fact that there is no adequate statistics on the number of foreign tourists in the country in a period of time, or it is impossible to know where the foreign tourists are at the moment. Because of this reason, non-probability sampling is conducted instead of probability sampling. Non-probability sampling techniques, on the other hand, involve researchers drawing samples from a larger population without requiring random selection. Henry (1990) stated that the distinguishing character of non-probability sampling is that subjective judgment plays a role in the selection of the sample because the researcher has greater control of the selection process as well as to decide which units of the population to include. From the list of non-probability sampling methods, including convenience, quota, purposive, and snowball sampling (Tansey, 2007), convenience sampling was used to select the sample element in this research. The decision to use this method was based on the following analysis of the advantages and disadvantages of these four non-probability sampling methods:

- Convenience sampling – A sampling involves the researcher selecting the most readily available respondents, regardless of characteristics, until the required sample size has been achieved. The advantage of this method is that there are no strict selection rules and the sample can be drawn in whatever way is easiest and convenient for the researcher. However, the disadvantage of this method derives from the same feature – without any selection rules, there is no way to tell what wider population the sample group represents or how the sample might differ from other potential samples (Tansey, 2007).

- Quota sampling – A method allows the researcher seeking to ensure that certain characteristics are present in the sample in proportion to their distribution in the wider population. The advantage of this method is to provide the researcher with a greater degree of certainty regarding the sample's makeup and its relationship to the broader population of interest (Tansey, 2007). However, there are some drawbacks to this selection method. First, the researcher must know the population's characteristics beforehand but it is not always possible in particular. Second, while the sample is representative of the population on the characteristics of interest, there is no way for the researcher to be sure that it is also representative of other characteristics that may be important (Kidder *et al.*, 1991).

- Purposive sampling – A selection method adapted when the purpose of study and the researcher's knowledge of the population guide the process. If the study requires interviewing a pre-defined and visible set of actors, the researcher may have to identify the particular respondents of interest and sample those considered most appropriate (Tansey, 2007). Furthermore, Kidder *et al.* (1991) suggested the basic assumption is that with good judgment and an appropriate strategy, researchers can choose the cases to be included and then develop samples that suit their needs.

- Snowball/Chain-referral sampling – A well-known form of non-probability sampling method conducted when the population of interest is not fully visible or hard to collect (Babbie, 1995). This approach is commonly used in sociological studies on hidden populations that may be involved in sensitive issues or illegal activities (Biernacki and Waldord, 1981). The snowball sampling method entails identifying an initial set of relevant respondents, and then requesting that they suggest other potential subjects who share similar characteristics or who have relevance to the object of study (Tansey, 2007). One of the disadvantages of this method is that respondents often suggest others who share similar characteristics or the same outlook, so the researcher needs to ensure that the initial set of

respondents is sufficiently diverse so that the sample is not skewed excessively in any one particular direction (Seldon and Pappworth, 1983).

Convenience sampling was chosen in this study for two reasons. First, this method saves travel costs and time. The researcher chooses the places that foreign tourists usually come and then conduct the survey instead of going to all around the country to find them. Second, in order to contact with foreign tourists, researcher has to have a good relationship with tour guide/tour manager to be involved in a package tour and then send the questionnaires to foreign tourists.

3.5.2 Sample size

According to large-sample distribution theory, SEM requires a large sample size to obtain reliable estimates (Raykov and Widaman 1995; Joreskog and Sorbom, 1996). However, the question of how large a sample size should be has not been entirely determined (Hair *et al.*, 1995). In fact, it depends on the used statistical methods (e.g. Maximum Likelihood (ML), generalized least squares and asymptotically distribution free). Hair *et al.* (1995) stated that the minimum sample size should be between 100 to 150 responses if using the ML method. The authors also recommended that the minimum sample size should be at least greater than the number of covariances in the input data matrix. An empirical ratio of at least five observations per estimates parameter has also been proposed (Bollen, 1989). Because of these reasons, based on the number of parameters to be estimated, the sample size targeted in this study was 500.

3.5.3 Survey method

The literature on research methodology has identified a number of survey methods used in studies, including self-administered questionnaire, face-to-face interview, telephone interview, and mail/internet survey. However, the choice among these different methods is not easy because each method has its own advantages and disadvantages (Aaker *et al.*, 1995). Among these four methods, even though providing a speedy and moderate-cost means of data collection, telephone interview and mail/internet survey are inappropriate for this current study. The reason is the willingness to answer the questions of tourists

after a tour is low, or they do not want to be disturbed by interviews as they have many works to do after a visit, leading to a moderate response rate of the method (Zickmund, 1997). Alternatively, Zickmund (1997) also suggested that face-to-face survey may yield higher response rates and allows researchers to use physical stimuli to facilitate the interview. This method, on the other hand, allows interviewers to clarify the meanings of ambiguous or complex questions. However, face-to-face surveys incur high costs and time, especially in this study, as tourists often do not have too much free time to answer the questions deeply when they are taking rest after a long day travel or during a package tour. For these reasons, self-administered questionnaire is the most appropriate method used for this research in order to examine the relationship between tour guide performance and tourist satisfaction. The advantage of this method is saving time and costs with a comparatively high response rate. Self-administered questionnaire is also the method used for many existing studies (Zhang and Chow, 2004; Huang *et al.*, 2010; Chang, 2014).

In this research, self-administered questionnaire is mainly used to evaluate tour guide performance in a package tour. There is at least one tour guide who will serve the foreign tourists in any package tour. Therefore, tour guides were recruited for data collection in every tour held by tourism companies. The tour guide was informed about the survey's method before conducting. Additionally, there were two ways used to collect the data for the survey. First, tour guides distributed the questionnaires to the tourists who were at least 18 years old on the last night of the package tour in the hotel and then collected the questionnaires in the next morning. The tour guide, in addition, also informed the tourists that only the researcher would see the returned questionnaires that put in sealed envelope. Second, the researcher and his colleagues themselves travelled to interesting places in different cities where attracted many foreign tourists, handed the questionnaires to the tourists, after that let them approximately 10 minutes to answer, and at last collected the questionnaires again. The sampling period lasted for five months from September, 2013.

3.5.4 Data analysis techniques

In this study, for the first steps, descriptive statistics such as frequencies, percentages and means were firstly used to summarize the demographic information about the respondents. This helps to give the researcher a feel for the data and provides guidance in dealing with multivariate analysis (Hair *et al.*, 2010). One-way analysis of variance (ANOVA) was undertaken in this step to determine whether there are any significant differences between the means of three or more independent groups. On the other hand, independent-samples t-tests – the parametric tests which are based on certain well-established assumptions – were used to test for the difference between means (Field, 2005).

In general, there are three steps for data analysis in this study. Firstly, the measures of the constructs were refined via Cronbach's alpha and EFA. The purpose of this test was to provide a preliminary assessment and modification of the measurement scales. Reliability analysis was used to remove inappropriate items with low item-total correlations (lower than .3) (Nunnally, 1978). In addition, EFA was conducted to identify dimensions of scales together with factor loadings for each scale item. Items with low factor loadings (lower than .4) (Anderson and Gerbing, 1988) will be deleted. CFA, after that, was employed to confirm the validity of these measures. Once being validated via CFA, the measures of the constructs were used to test the theoretical model. Finally, SEM was used to test the theoretical model and the five hypotheses.

Specifically, once data collection was completed, descriptive statistic of analyses was firstly conducted to provide an overview of the sample. After that, the reliability tests and EFA were applied to the data in order to perform a preliminary test of the validity and reliability of the instrument. The purpose of this test is to evaluate or modify the scales used to measure the constructs (Churchill, 1979; Peter, 1979); and this modification is based on reliability and dimensionality.

Theoretically, coefficient alpha is the most commonly used and accepted means to estimate the reliability of a multi-item measurement scale (Hair *et al.*, 1995). Reliability

is evaluated by Cronbach's alpha. It is a measure of the degree to which all items are measuring the same thing (DeVellis, 1991). In order to assess a multi-item scale, internal consistency reliability assessment is the first step to be carried out to avoid additional dimensions produced by factor analysis because of garbage items (Churchill, 1979).

The coefficient alpha will be high if the scale items are highly correlated (Hair *et al.*, 1995). Vice versa, if the coefficient alpha is low, it can be said that the measurement scale used did not adequately measure the construct that it was intended to measure (Churchill, 1979). According to Nunnally (1978), as a standard of reliability, a coefficient of .5 or .6 is satisfactory in the early stages of research. In addition, a coefficient alpha with a value greater than .7 will lead to the high confidence for most research purposes (Hair *et al.*, 1995). The next step in the refining procedures is to use EFA to explore the dimensions of each construct. There are two basic methods used for extracting factors in EFA: common factor analysis and principle component analysis. Common factor analysis using principal axis factoring was employed in this study to identify the latent dimensions represented in the original variable (Hair *et al.*, 1995). Moreover, the oblique rotation (e.g. promax) also reflects more exactly the underlying structure of the data than an orthogonal solution (e.g. varimax) (Hair *et al.*, 1995). Items with low factor loading (< .4) were deleted; and then Cronbach's alpha was recalculated for the scales of those items removed.

The next step of the data analysis was using CFA to confirm the measurement model. SEM was employed to test the theoretical model which is based on a goodness-of-fit measure rather than statistical calculation (Hair *et al.*, 1995). Normally, there are two types of measurement when conducting the SEM, including absolute fit and incremental fit.

The absolute fit measurement is 'the degree to which the overall model (structural and measurement model) predicts the observed covariance or correlation matrix' (Hair *et al.*, 1995, p. 654). The most important indices of absolute fit are identified as the Chi-square statistic, the noncentrality parameter (NCP), the goodness-of-fit index (GFI), the root mean square residual (RMR), the root mean square error of approximation (RMSEA)

and the expected cross validation index (ECVI). These indices are summarized in Table 3.13.

Table 3.13: Absolute fit indices

Name	Symbol	Acceptable level	Comment
Chi-square	X^2	p>.05 significance, p= be exceeded 0.2 before non-significance is confirmed	Greatly affected by sample size Sample size>200 increases the opportunity to find significant differences for equal models. Sample size<100 increases the opportunity to accept the model even though the model relationships are not significant
Noncentrality parameter	NCP	Not applicable	Alternative measurement for Chi-square which has less impact by the sample size. Used for comparison to alternative models.
Goodness-of-fit index	GFI	0= poor fit 1= perfect fit	Higher level indicates better fit, no absolute threshold levels for acceptability.
Root mean square residual	RMR	Set by analyst or <.05	An average of the residuals between observed and estimated input of covariance or correlation matrices.
Root mean square error of approximation	RMSEA	Between .05 and .08	Used to correct the impact of sample size on Chi-square RMSEA between .05 and .08 still indicate satisfactory fit RMSEA between .09 and .095 still indicate considerate satisfactory fit. Value over 0.1 indicate poor-fit
Expected cross validation index	ECVI	Not applicable	Used for comparing between alternative model

Source: Adapted from Hair *et al.* (1995)

Incremental fit is referred as the null model when used for measuring a single construct model. Adjusted goodness-of-fit index (AGFI), Tucker-Lewis index (TLI), normed-fit

index (NFI) and other incremental fit measurements such as relative-fit index (RFI), incremental-fit index (IFI), and the comparative-fit index (CFI) are the indicators for measuring the incremental-fit index. These indicators are summarized in Table 3.14.

Table 3.14: Incremental fit indices

Name	Symbol	Acceptable level	Comment
Adjust goodness of fit index	AGFI	.9	Value greater than 1 indicates poor fit
Tucker-Lewis index	TLI	.9	Value greater than 1 indicates poor fit Can be used for comparing between alternative models
Normed fit index	NFI	0= poor fit 1= perfect fit	No absolute value indicating an acceptable level of fits but recommended value is .9
Relative fit index	RFI	0= poor fit 1= perfect fit	Value between 0.9 and 0.95 indicates satisfactory fit. Values greater than 1 indicates over fit.
Incremental fit index	IFI	0= poor fit 1= perfect fit	Value between 0.9 and 0.95 indicates satisfactory fit. Values greater than 1 indicates over fit.
Comparative fit index	CFI	0= poor fit 1= perfect fit	Value between 0.9 and 0.95 indicates satisfactory fit. Values greater than 1 indicates over fit.

Source: Adapted from Hair *et al.* (1995)

3.6 Ethical considerations

The research procedures and questionnaire were considered and approved by the ethics committee of University of Western Sydney before any data collection occurred. The participant consent form and participant information sheet, which included all aspects of the ethical and contact details, were provided to the respondents before the interview, and are included in Appendix 1 and 2.

3.7 Conclusion

This chapter provided the details of the research methodology and procedures that were used in the research, as well as presenting a justification of the research methodology. The chapter also focused on the development of the questionnaire and the analytical methods employed to evaluate the propositions and answer the research questions from Chapter 2. The measures of four main constructs of the study, including intrapersonal servability of tour guide, interpersonal servability and organizational skills of tour guide, tourist satisfaction, and destination loyalty of tourist, have been explored through focus group interviews and existing research.

This chapter, moreover, described the statistical methods employed for data analysis, including validity and reliability assessments, normality distributions, and structural equation modeling. The next chapter reports the results and findings of the data analysis.

CHAPTER 4

RESULTS AND FINDINGS

4.1 Introduction

The previous chapter discussed the research methodology including the operationalization of the four constructs of the theoretical model developed in Chapter 3, and the research design of both the qualitative study and the quantitative study. This chapter presents the results of both studies. Firstly, the focus group interviews of 30 respondents from three cohorts were analyzed. The findings from the focus group interviews led to the finalization of the survey instrument for the main study. The following section describes the characteristics of the sample and presents descriptive statistics of the main survey. Next, the measurement model was assessed via exploratory factor analysis and confirmatory factor analysis. The final section presents an assessment of the theoretical model using structural equation modeling, and the associated hypotheses are then discussed. It is also noted that the fuller description of the results of descriptive statistics is presented in Appendice 5 (from A1 to A11).

4.2 Focus group interviews

In this research, a system of tour guide performance attributes were firstly generated by reviewing relevant literature and previous studies (Geva and Goldman, 1991; Zhang and Chow, 2004; Huang *et al.*, 2010). In the next phase, focus group interviews were organized separately with three different cohorts of tour managers, tour guides, and tourists, in order to represent different perspectives on tour guide performance and identify other important attributes not included in the existing system. Each cohort consisted of 10 participants. Commonly the main tour guide performance attributes identified by focus group members included appearance, language ability, communication skill, cultural understanding, passion of work, and destination knowledge.

Most of interviewees from three cohorts agreed on the existing factors derived from the research of Huang *et al.* (2010) on tour guide performance. In Huang's analysis, however, some factors were eliminated from the model, such as language ability, commentary skill, knowledge of destination's culture, and reliable shop introduction ability of tour guide. Nevertheless, many interviewees in this study, especially tour guides and foreign tourists, stated that those factors play a significant role on the performance of tour guides.

The importance of the language skill of tour guides also received support from all cohorts in the interviews. Specifically, all of respondents from cohort 1 (tour guides) agreed that the language skill of the guide is very important for the success of a package tour, while 70% of respondents from cohort 2 (tour managers) affirmed 'language skill is one of the most important factors to build the success of tour guide's role' (extracted from one tour manager from Saigontourist company, one from Benthanhtourist company, and one from Viettravel company). Three of them also provided some examples of bad language ability of tour guides that lead to the dissatisfaction of foreign tourists in package tours. Four respondents in cohort 3 (tourists), in addition, also complained about the language ability of the tour guide, leading to their dissatisfaction because in some cases, tour guides could not understand or they misunderstood tourists' requests.

Interestingly, five tour guides from three tourism companies in the interview mentioned that the ability to cooperate with other staff (e.g., driver) largely determines their performance. Two tour managers who came from Saigontourist company and Cholontourist company, moreover, believed that 'the ability of the tour guide to remind tourists of safety issues is significant in most of package tours because the environment in Vietnam is not yet secure for customers, especially for foreign tourists'. Three tourists from France, United States and Australia in the interviews also agreed on this when showing some unexpected events in the tour. For example, when climbing up to a hill or a mountain in a hiking tour, they had to evade some trash or garbage or stones along the way, leading to the fact that they had to choose alternative way but more dangerous, and in some cases, some of them fell down and were injured. In addition, many foreign tourists in the interviews showed their concerns about environmental protection in

Vietnam. They stated that if tour guides keep reminding them of this issue, the success of a package tour as well as the satisfaction of tourists will be easy to reach. Four foreign tourists (two from Australia and two from UK) in the interview also stated that 'they will be very pleased if tour guides keep reminding them about environmental protection issues although they all already knew about them'.

In the interviews, foreign tourists, especially three who came from Asia countries (Singapore, Hong Kong, and China), stated 'there is a lack of entertainment places' (e.g casino), and in some cases tour guides did not know how to introduce the interesting places for them to relax at night. Five tour managers and six tour guides from four tourism companies expressed the view that the introduction ability of tour guide to Vietnamese traditional foods (e.g., pho) is important as many foreign tourists want to know and try. On the other hand, two of tour guides from Viettravel company who often guide Asian tourists in package tours agreed that tourists, especially Asian people, 'will be very delighted if tour guides introduce interesting entertainment places (e.g., casino, bar, club), or some Vietnamese traditional products for them to purchase (for non-Asian customers) (e.g., palm-leaf conical hat, lacquer painting)'. This point of view was also agreed from two tourists from Hong Kong and China.

The focus group interviews, however, showed most respondents from three cohorts thought that 'tour guide's sense of humor is unnecessary in a package tour' due to the cultural differences between foreign tourists and tour guide, or the lack of language ability of domestic tour guides. Further, three customers from America and France raised the problem related to historical arguments among tourists in a tour or between tourist and tour guide. They totally agreed that if tour guides know how to solve that problem, then the tour program will be more useful and interesting.

Finally, the attribute system was justified based on findings from focus group interviews, and a self-administrated questionnaire was designed based on the final attribute system. The questionnaire consisted of five sections, where section 1 is intrapersonal servability of tour guide; section 2 is interpersonal servability and organizational skills of tour guide; section 3 is tourist satisfaction with the tour guide performance of a tour; section

4 is destination loyalty of tourist; and section 5 is demographic profile of respondents. Sections 1 and 2 contained 36 items measuring the tour guide performance as perceived by foreign tourists. A 5-point Likert-type scale where 1 = *strongly disagree* and 5 = *strongly agree* was employed to assess respondents' ratings on the performance of tour guides. Sections 3 and 4, each containing three questions adapted from the research of Huang *et al*. (2010) and Christina and Hailin (2008) were designed to measure tourists' satisfaction with a package tour and their destination loyalty. These sections again adopted 5-point Likert scale. The questionnaire was prepared in English before carrying out a pilot test (see Questionnaire in Appendix 4).

4.3 Quantitative data analysis

The pilot testing was first conducted in 3 provinces in Vietnam, including Ho Chi Minh City, Nha Trang City and Phan Thiet City. In this pilot survey, 25 questionnaires were distributed to foreign tourists who came from Russia, England, United States, France, Australia, and Malaysia. The number of replies was 19. However, the usable replies were 15, which occupied 60% in total, because some Russian respondents could not complete or marked the level of satisfaction in the highest score only due to their limited English ability. The tourists in this pilot test are mostly from 19 to 49 years old, in which the range of 19-29 years old makes up the highest density. In addition, lowest education level of respondents is 'complete high school', while the highest one is 'post graduate'. The income of respondents was mainly from 20,000 USD to 60,000 USD. Only some of tourists who are students have income below 20,000 USD. In general, the respondents understood and answered the questionnaire accurately, and most completed the entire questionnaire. Some of tourists, moreover, also gave some useful 'other comments' in every section of the questionnaire. There were only 2 persons who did not understand what 'MICE'[3] is. This term therefore was explained clearly in the final questionnaire used for data collection.

[3] Meetings, incentives, conferences, exhibitions

After modifications were made to the pilot, 500 official questionnaires were distributed to foreign tourists in six cities that attract a lot of tourists in Vietnam. A number of 451 questionnaires were collected after eliminating several invalid ones because the respondents skipped answering most of the questions.

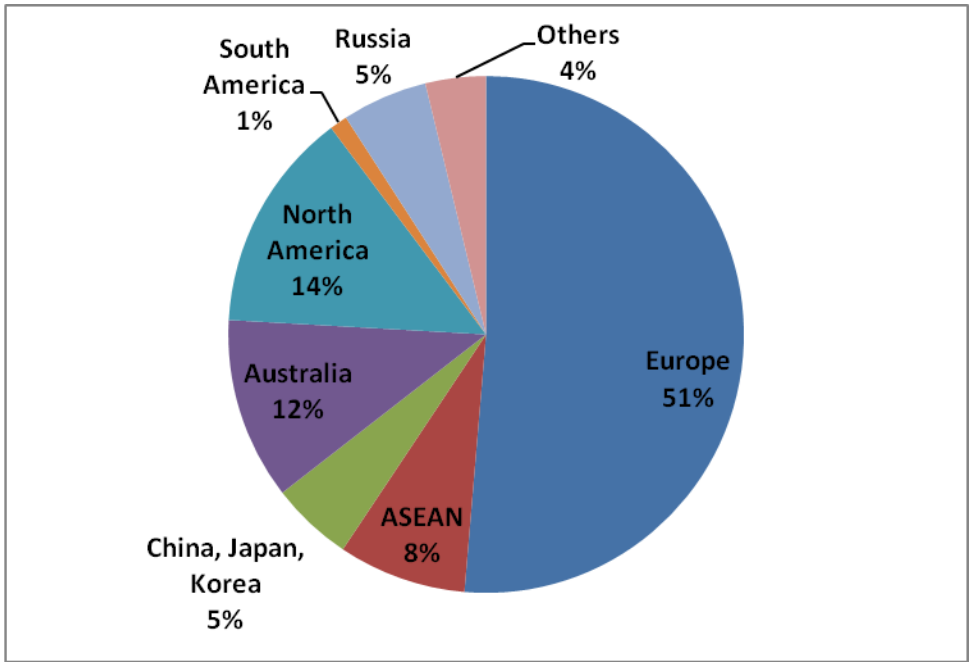
4.3.1 Descriptive statistics

In general, the preliminary result of the research showed that the average satisfaction of foreign tourists on guiding service, tour services, and the overall tour experience was comparatively high, indicating by a density of more than 75% of total respondents were 'agree' or 'strongly agree'. However, further analyses are needed to distinguish the level of satisfaction of tourists in terms of age, gender, education level, etc., as well as to understand deeply about the attributes of tour guide that affect to the level of satisfaction of foreign tourists in Vietnam.

4.3.1.1 Demographic profiles of tourists and their satisfaction in a package tour

As shown in figure 4.1, tourists from European countries occupied more than half of the respondents in the survey, while the proportion of Australian tourists was ranked the second with a share of 12%. On the other hand, with a proportion of 5%, tourists from Russia also played significant role in tourism attraction of Vietnam. The reason for this is the direct flight from Russia to Nha Trang – one of the favorite tourism destinations of Vietnam – had been established, leading to the increase in Russian tourists over recent years.

Figure 4.1: Foreign tourists to Vietnam in terms of nationalities



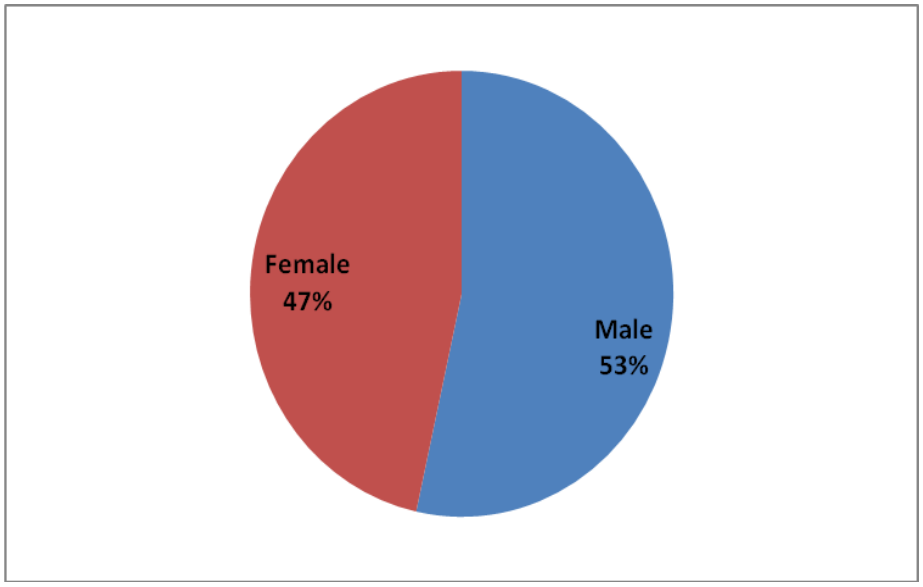
Source: Developed for this research

One-way ANOVA analyses between the nationality of tourists and their satisfaction on guide service, tour service, as well as overall tour experience (Table A1.1, A1.2, and A1.3 in Appendix 5) reveal that there is a significant difference between nationality of tourists and their satisfaction on guiding service as well as between nationality of tourists and their overall satisfaction of a package tour; while there is no significant difference between nationality of tourists and their satisfaction on tour service with a level of significance of 10%.

The t-test analyses using paired data, including 28 tests for 8 groups, indicated that tourists from Europe are less satisfied with guiding service when compared with tourists from North America. On the other hand, tourists from South East Asia countries are less satisfied with guiding service when compared with tourists from North America, while tourists from China, Japan, and Korea are also less satisfied with guiding service when compared with tourists from North America (see Table A1.4)

Moreover, it can be said that in terms of satisfaction on the overall tour experience, tourists from European countries are less satisfied when compared with tourists from Australia; and tourists from South East Asia countries are less satisfied when compared with tourists from New Zealand, Dubai, Israel, Hong Kong, Taiwan, and India (see Table A1.5).

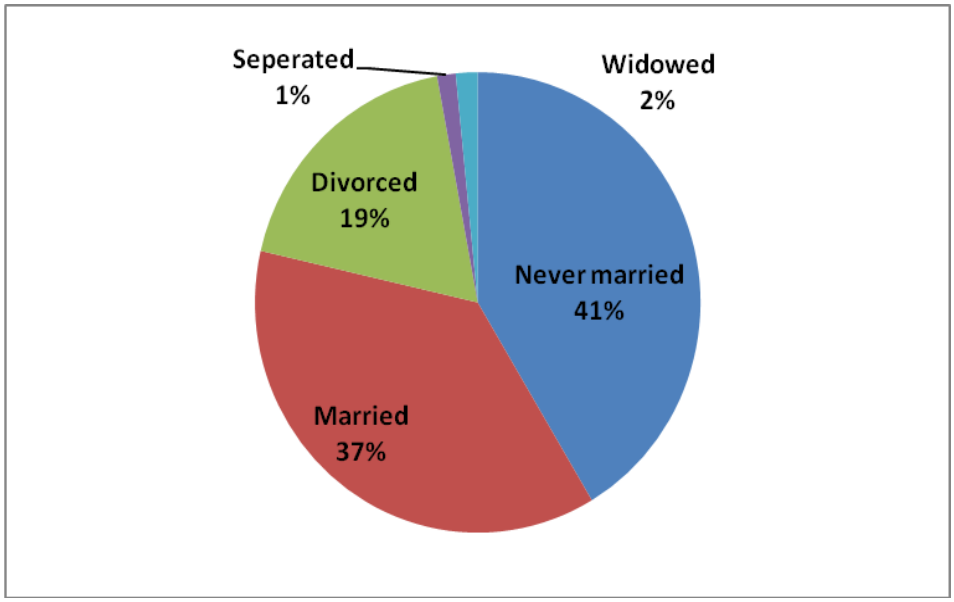
Figure 4.2: Foreign tourists to Vietnam in terms of gender



Source: Developed for this research

Figure 4.2 showed that 53% of the survey participants were male compared to 47% female. Further analysis showed that there is no significant difference between gender of tourists and their satisfaction on guiding service, or between gender of tourists and their satisfaction on tour services. However, there is a significant difference between gender of tourists and their overall tour experience (see Table A2.1 to A2.3) with t-test analysis indicating that male tourists are less satisfied on the overall tour experience compared with female tourists (see Table A2.4).

Figure 4.3: Foreign tourists to Vietnam in terms of marital status



Source: Developed for this research

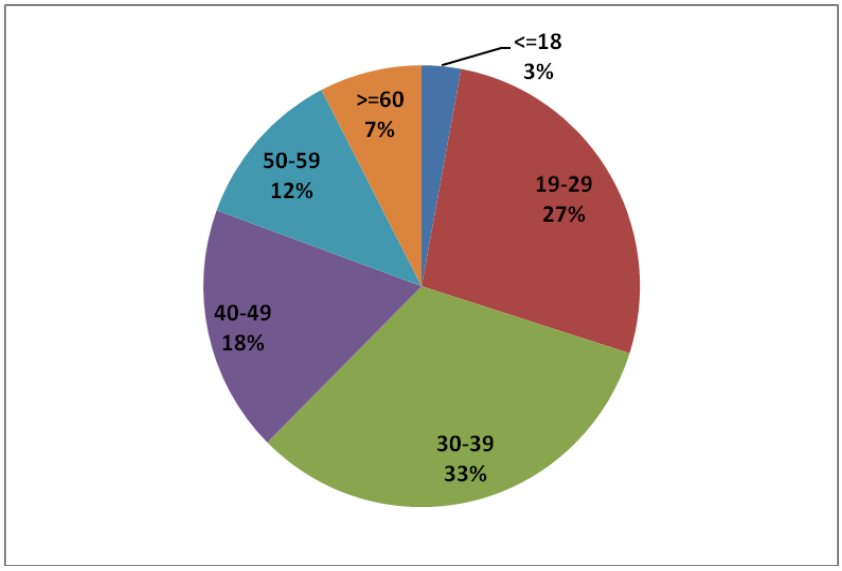
Figure 4.3 showed that in the total of 451 respondents from the survey, people who were never married occupied 41%, following by people who got married with a proportion of 37%. Tourists who were divorced also hold 19% of the total respondents.

From the one-way ANOVA analysis, it can be seen there is no significant difference at the level of significance of 10% between marital status of tourists and their satisfaction on guiding service. However, there is significant difference between marital status of tourists and their satisfaction on tour services as well as marital status of tourists and their satisfaction on the overall tour experience (see Table A3.1 to A3.3).

The t-test analyses indicated that, tourists who never married are more satisfied on tour services when compared with tourists who were divorced; tourists who get married are more satisfied when compared with tourists who were divorced; and tourists who are widowed are more satisfied when compared with tourists who were divorced (see Table A3.4).

Moreover, the results also showed that tourists who never married and who get married are more satisfied on the overall tour experience compared with tourists who were divorced (see Table A3.5).

Figure 4.4: Foreign tourists to Vietnam in terms of age



Source: Developed for this research

Tourists from 30 to 39 years old who came to Vietnam comprise the largest proportion in the survey, while the younger people (from 19 to 29 years old) ranked the second with 27% of the total. It may be explained by the fact that middle-aged people with their current jobs and social standings are more willing to travel for leisure. Additionally, people who are from 60 years old occupied 7% of the total respondents, indicating that Vietnam is attractive for all ages of tourists (shown in Figure 4.4).

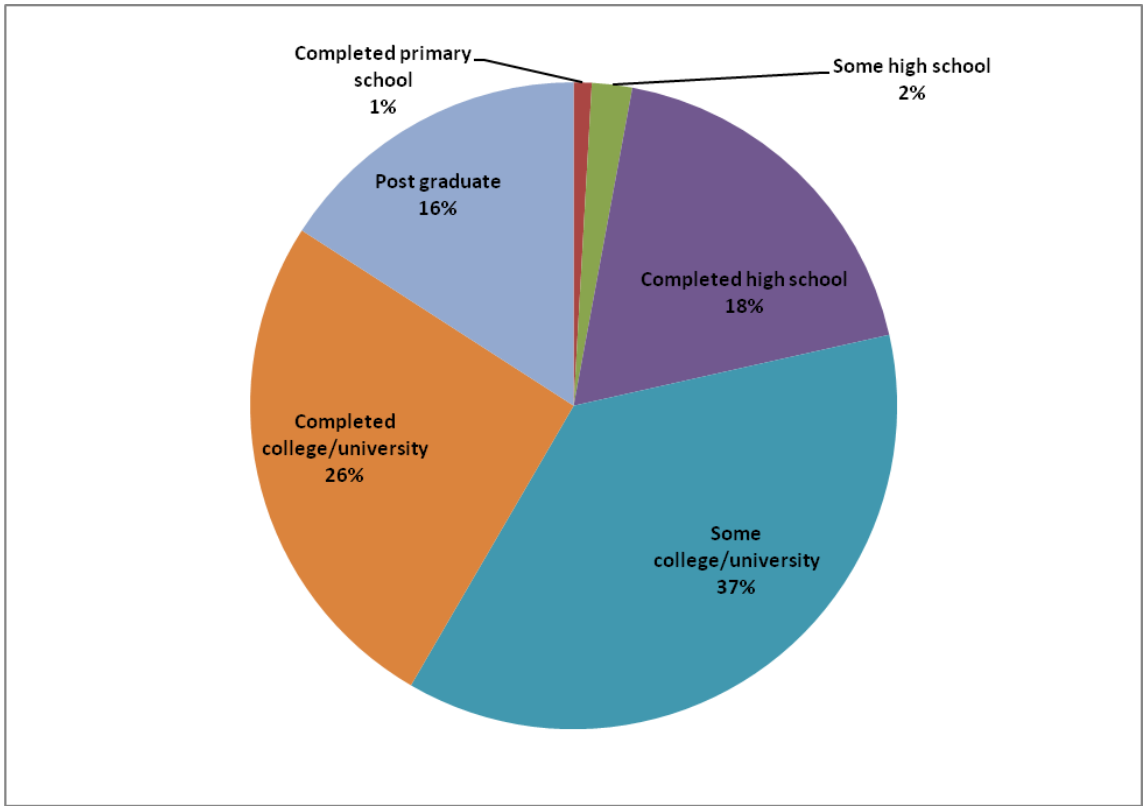
One-way ANOVA analyses between age of tourists and their satisfaction on guide service, tour service, as well as overall tour experience show the following results:

With a level of significance of 10% there is no significant difference between age of tourists and their guide satisfaction; while there is a significant difference between age of tourists and tour service satisfaction as well as between age of tourists and their overall satisfaction of the tour package (see Table A4.1 to A4.3).

T-test analyses indicated that in terms of tour service satisfaction, tourists who are from 19 to 29 years old are more satisfied when compared with tourists who are from 30 to 39 years old, while tourists who are from 40 years old are also more satisfied when compared with tourists who are from 30 to 39 years old (see Table A4.4).

The analyses also showed that in terms of satisfaction on the overall tour experience, tourists who are from 19 to 29 years old are more satisfied when compared with tourists who are from 30 to 39 years old; tourists who are from 50 years old are also more satisfied when compared with tourists who are from 30 to 39 years old; and tourists who are from 50 years old are more satisfied when compared with tourists who are from 40 to 49 years old (see Table A4.5).

Figure 4.5: Foreign tourists to Vietnam in terms of education level



Source: Developed for this research

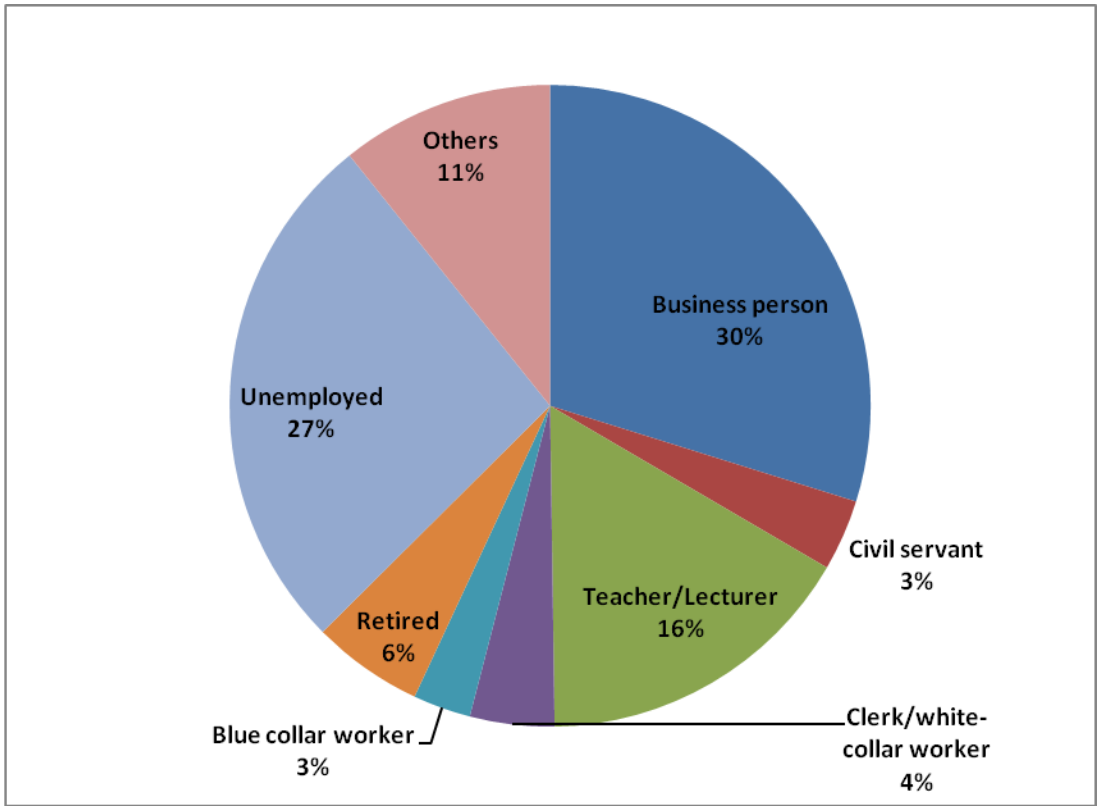
Figure 4.5 illustrates that the education level of respondents is comparatively high as the ratio of people who are attending or completed college/university reached more than 60%. Moreover, figure 5 indicated that tourists who have higher level of education, e.g. MA, MS, PhD, also made up 16% of the total. Only few people have low education level (about 3%).

The one-way ANOVA analyses also showed there is no significant difference between education level of tourists and their satisfaction on guiding services, while there is significant difference between education level of tourists and their satisfaction on both tour services and overall tour experience (see Table A5.1 to A5.3).

T-test analyses showed that in terms of satisfaction on tour service, tourists who only completed high school are less satisfied when compared with tourists who completed college/university or have a higher level of education (MA, MS, MD, PhD, …); tourists who are students in college/university are also less satisfied when compared with tourists who completed college/university or have a higher level of education (see Table A5.4).

In terms of satisfaction on overall tour experience, tourists who are attending high school are less satisfied when compared with tourists who completed high school, while tourists who completed college/university or have a higher level of education (MA, MS, MD, PhD, …) are more satisfied when compared with tourists who completed high school or who are students in college/university (see Table A5.5).

Figure 4.6: Foreign tourists to Vietnam in terms of occupation



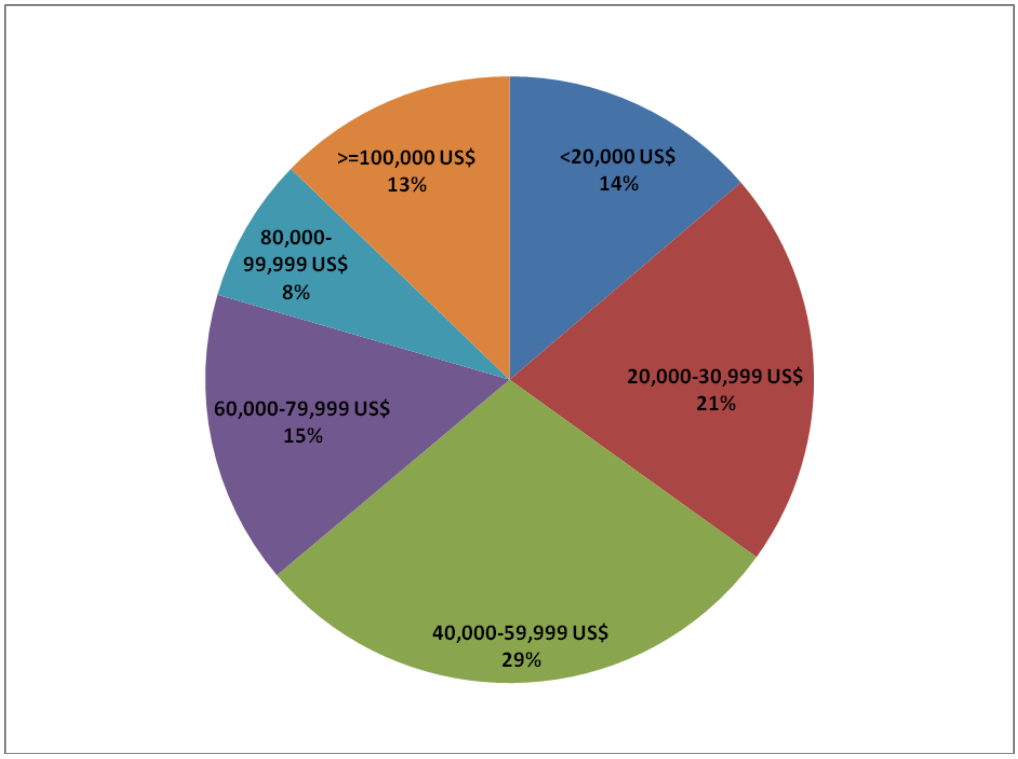
Source: Developed for this research

Figure 4.6 indicated that a number of 30% of total foreign tourists to Vietnam are business people. However, unemployed people also hold 27% of the total. Specifically, the number of teachers and lecturers who travelled to Vietnam is remarkable with the proportion of 16% of the total respondents. The occupation of 6% of retired people is appropriated with the ratio of people from 60 years old that is shown in Figure 4.4.

The one-way ANOVA analyses showed that there is no significant difference between occupation of tourists and their satisfaction on guiding service, as well as between occupation of tourists and their satisfaction on tour services. However, there is significant difference between occupation of tourists and their satisfaction on the overall tour experience (see Table A6.1 to A6.3).

The t-test analyses showed that in terms of satisfaction on overall tour experience, tourists who are unemployed are less satisfied when compared with the others (who are business person or civil servant or teacher/lecturer or clerk/white-collar worker or blue-collar worker or retired). On the other hand, tourists who are teacher/lecturer are also less satisfied when compared with tourists who are clerk/white-collar worker (see Table A6.4).

Figure 4.7: Foreign tourists to Vietnam in terms of income



Source: Developed for this research

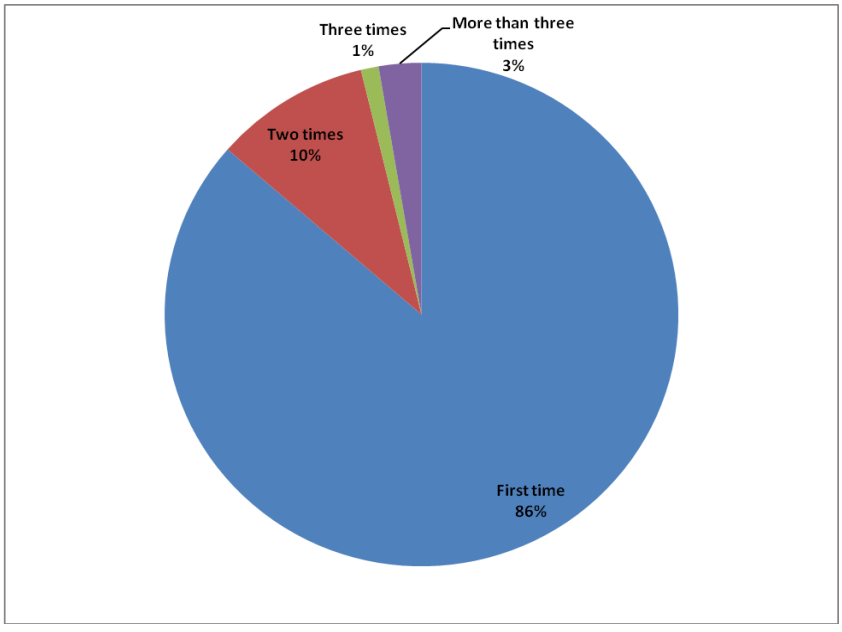
Figure 4.7 illustrates half of tourists who chose Vietnam as a destination has an income from 20,000 USD to 60,000 USD a year, while people who have high income (above 100,000 USD a year) also hold 13% of the total. The lowest average income (less than 20,000 USD) with a proportion of 14% is mostly concentrated on unemployed or retired people.

The one-way ANOVA analyses affirmed there is no significant difference between income of tourists and their satisfaction of guiding service, where as there is significant difference between income of tourists and their satisfaction on both tour services and overall tour experience (see Table A7.1 to A7.3).

According to t-test analyses, in terms of satisfaction on tour services, tourists who have income less than 40,000 USD or have income from 80,000 USD are more satisfied when compared with tourists who have income from 40,000 USD to 59,999 USD (see Table A7.4).

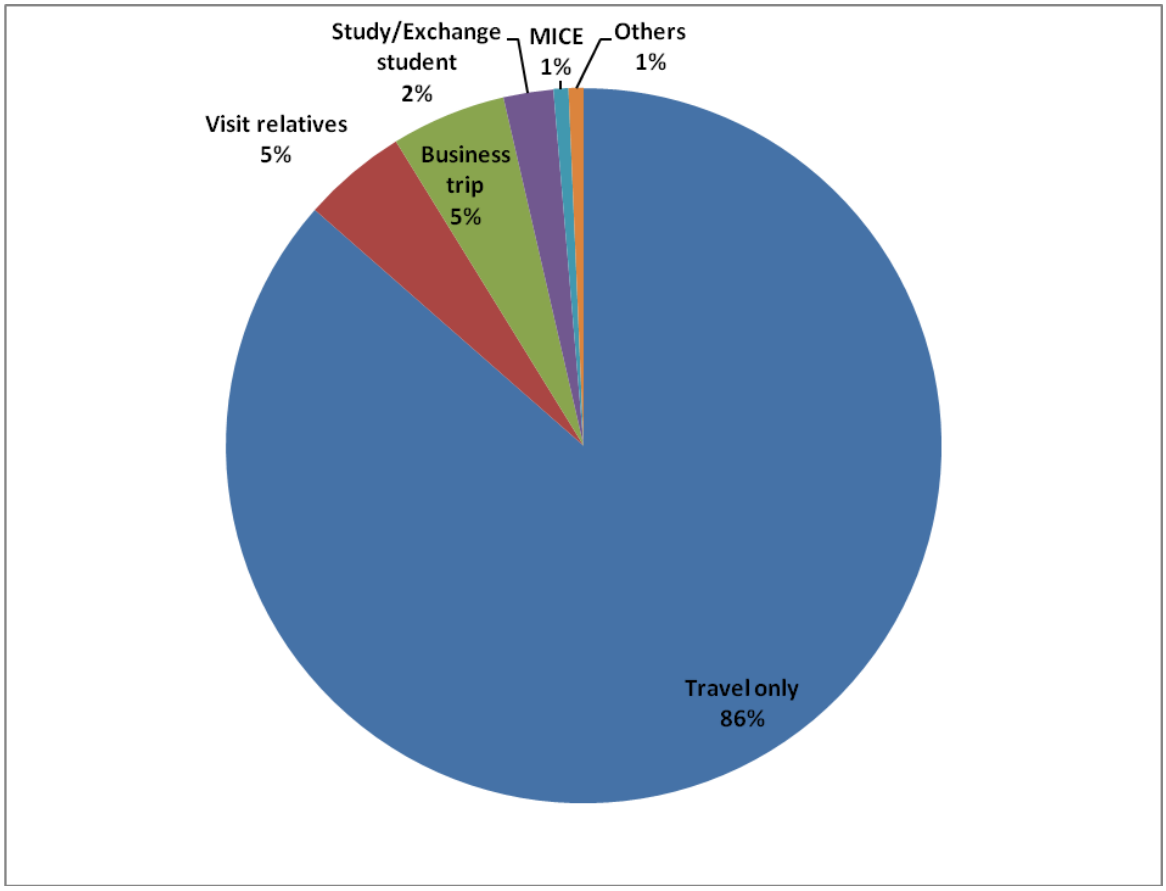
On the other hand, in terms of satisfaction on the overall tour experience, tourists who have income less than 20,000 USD are more satisfied when compared with tourists who have income from 20,000 USD to 59,999 USD; tourists who have income from 20,000 USD to 39,999 USD are less satisfied when compared with tourists who have income above 100,000 USD; and tourists who have income from 40,000 USD to 59,999 USD are also less satisfied when compared with tourists who have income above 60,000 USD (see Table A7.5).

Figure 4.8: Foreign tourists to Vietnam in terms of the times of visit



Source: Developed for this research

Figure 4.9: Foreign tourists to Vietnam in terms of purpose



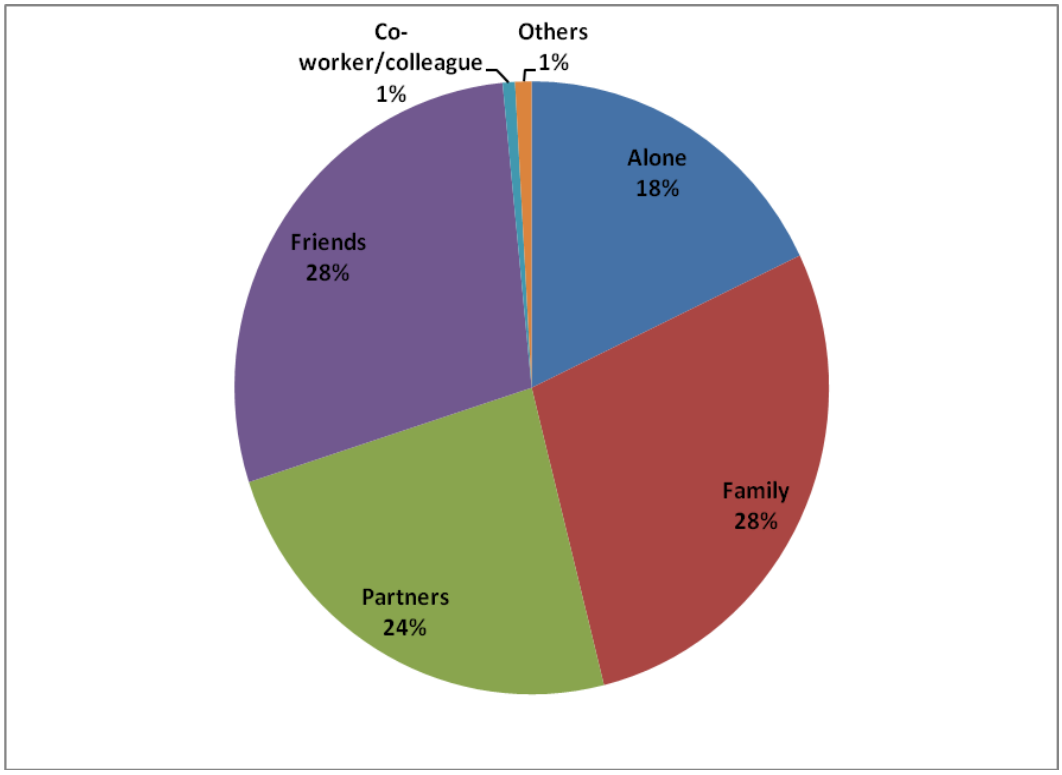
Source: Developed for this research

The survey revealed this was the first time that most foreign tourists came to Vietnam with the purpose is travelling only, while people who came to Vietnam more than three times made up only 3% of the total (shown in Figure 4.8 and 4.9).

According to the results of one-way ANOVA analyses, there is no significant difference between the times of visit of tourists to Vietnam and their satisfaction on guilding service, tour services, and overall tour experience (see Table A8.1 to A8.3).

The one-way ANOVA analyses, again, stated that there is no significant difference between the purpose of tourists to and their satisfaction on guilding service, tour services, and overall tour experience (see Table A9.1 to A9.3).

Figure 4.10: Foreign tourists to Vietnam in terms of companion



Source: Developed for this research

The highest prorpotions of tourists who came with family, friends or partners are 28%, 28% and 24% respectively, while tourists who came to Vietnam alone hold 18% of the total (shown in Figure 4.10). Moreover, only few people intended to stay in Vietnam less than 3 days, while normally tourists planned to travel from 4 days to 2 weeks. Specifically, a proportion of 16% of respondents intended to stay in Vietnam more than 2 weeks (see Figure 4.11).

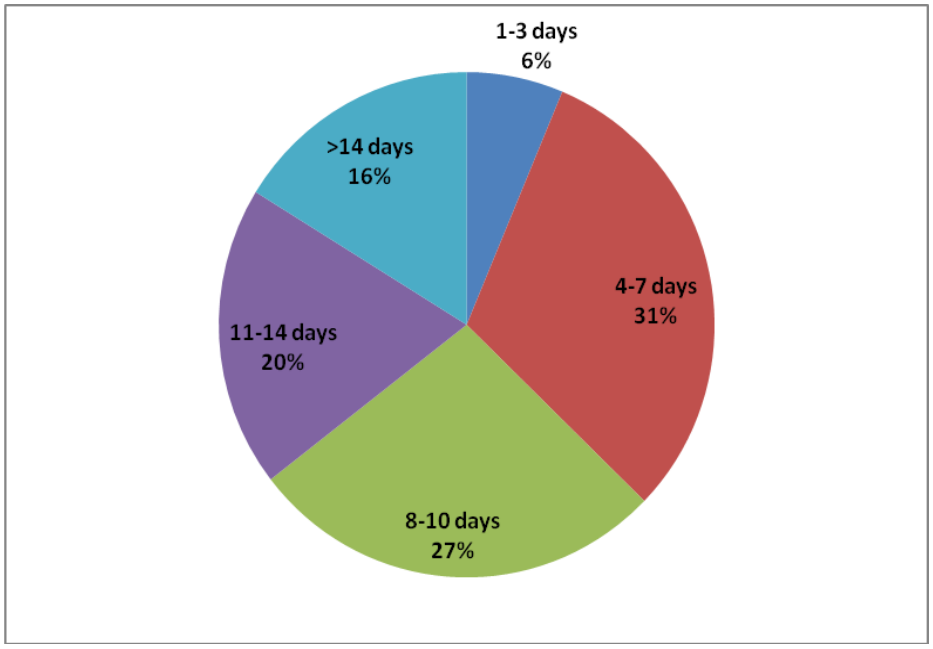
One-way ANOVA analyses affirmed there is no significant difference between tourists with companions and their satisfaction of guiding service, while there is significant difference between tourists with companions and their satisfaction on both tour services and overall tour experience (see Table A10.1 to A10.3).

The result from t-test analyses showed that in terms of satisfaction on tour services, tourists who travelled alone are less satisfied when compared with tourist who travelled

with family or partner(s); while tourists who travelled with partner(s) are more satisfied when compared with tourists who travelled with friend(s) (see Table A10.4).

Moreover, in terms of satisfaction on the overall tour experience, tourists who travelled alone are less satisfied when compared with tourists who travelled with family, partner(s), or friend(s); tourists who travelled with family or partner(s) are more satisfied when compared with tourists who travelled with friend(s) (see Table A10.5).

Figure 4.11: Foreign tourists to Vietnam in terms of intention to stay



Source: Developed for this research

One-way ANOVA analyses stated that there is no significant difference between intending to stay in Vietnam of tourists and their satisfaction of guiding service as well as satisfaction on tour services, while there is significant difference between intending to stay of tourists and their satisfaction on overall tour experience (see Table A11.1 to A11.3).

The result from t-test analyses indicated that in terms of satisfaction on overall tour experience, tourists who intended to stay in Vietnam from 4 to 10 days are less satisfied when compared with tourists who intended to stay from 11 days (see Table 11.4).

In summary, the above descriptive analyses affirmed that most of foreign customers who came to Vietnam to travel are from European countries, Australia, and North America countries. Tourists came from European countries are less satisfied on guiding service and overall tour experience when compared with others. In addition, males are less satisfied on the overall tour experience when compared with females. It also can be said that customers who were divorced are less satisfied on both tour services and overall tour experience when compared with others. Young and middle-aged people (from 19 to 39 years old) comprise the largest proportion of the total. However, middle-aged people (from 30 to 39 years old) are less satisfied on both tour services and overall tour experience when compared with others.

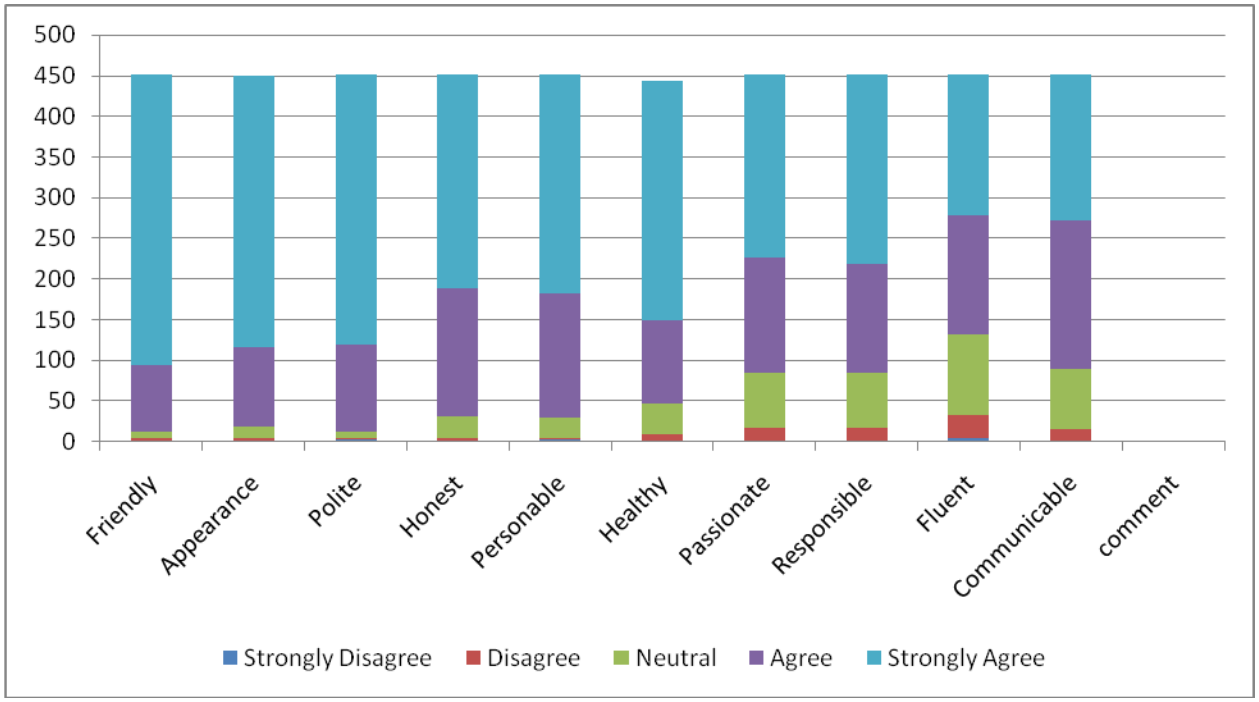
Approximately 80% of tourists who came to Vietnam completed high school. They are studying in colleges/universities or have been graduated or have higher degree (MA, MS, and PhD). These customers are also more satisfied on tour service and tour experience when compared with tourists who have lower education level. Moreover, tourists who have jobs occupied 67% of the total, and they are more satisfied on the overall tour experience when compared with tourists who are unemployed. Tourists who have average income (from 40,000 to 59,999 USD), in addition, are less satisfied on tour services when compared with others. In addition, tourists who travelled with family or friend(s) or partner(s) are more satisfied on both tour services and overall tour experience when compared with people who travelled alone. The longer tourists intended to stay in Vietnam, the more satisfaction on overall tour experience they feel.

4.3.1.2 Intrapersonal servability attributes of tour guides

In terms of intrapersonal servability attributes of Vietnamese tour guides, it can be said that ‘friendly’ and ‘polite’ attribute received highest rates from respondents, with a density of 97% of tourists agreed or strongly agreed. The similar results could be found in ‘appearance’ and ‘honest and reliable’ and ‘good personality’ attributes when a number of 96%, 93% and 93% of respondents agreed or strongly agreed respectively. In addition, the ‘health’ of tour guide is comparatively high rated with 89% of total respondents agreed or strongly agreed. However, in terms of ‘passion of work’ and

'sense of responsibility' attributes, the figure decreased to 81%, while 4% of total respondents disagreed or strongly disagreed. The communication skill of tour guide, furthermore, is seemed to be criticized when receiving 20% of 'neutral', 'disagree' or 'strongly disagree' assessments from tourists. Specifically, the language skill could be considered as the poorest attribute of Vietnamese tour guides when 30% of total respondents are neutral, disagreed or strongly disagreed (see Figure 4.12). This assessment is also supported by the results from the conducted focus group interviews.

Figure 4.12: Intrapersonal servability attributes of tour guides assessed by tourists



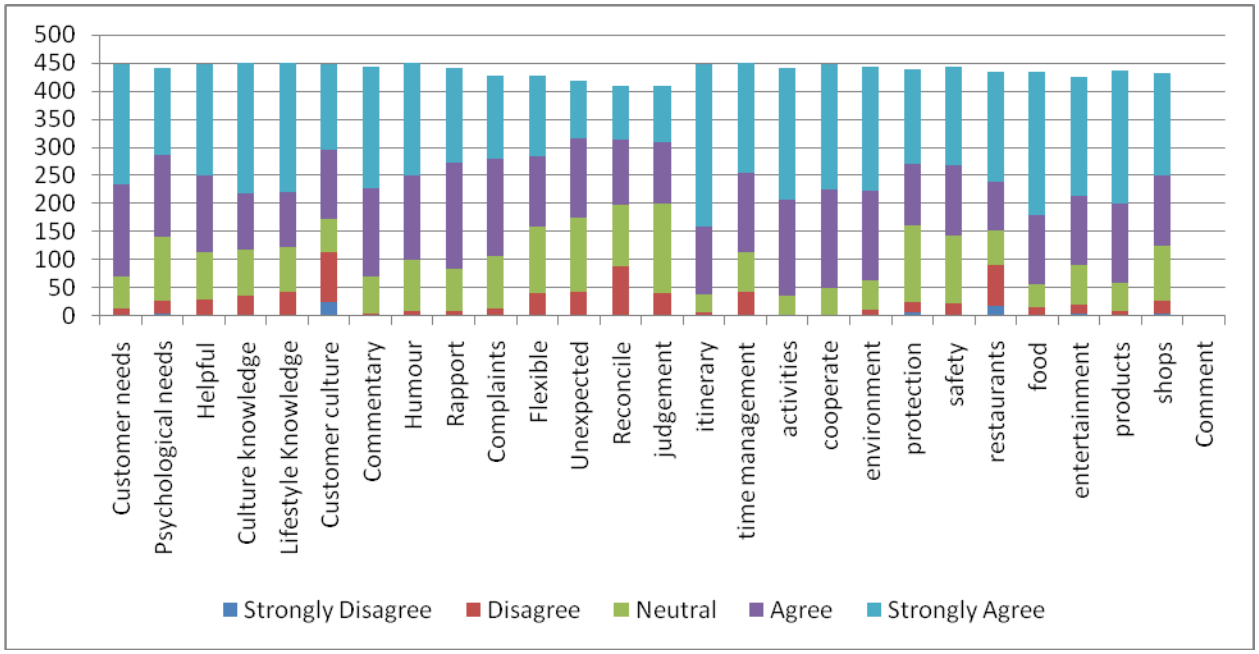
Source: Developed for this research

4.3.1.3 Interpersonal servability and organizational skills attributes of tour guides

Among interpersonal servability and organizational skills attributes of Vietnamese tour guides, the skill of following the itinerary and schedule as well as the skill of organizing activities in a package tour were highly appreciated by tourists when a density of 91% and 92% of total respondents agreed or strongly agreed respectively. However, the skill

of managing time in a tour was not comparatively high when receiving 75% of respondents' agreement or strong agreement. In addition, the skill of cooperating with other staff (e.g., driver) is also one of the strengths of tour guides when receiving 89% of 'agree' or 'strongly agree' assessments from tourists. Although tour guides had fairly good skills of introducing Vietnamese traditional and original foods as well as special products to customers with 87% of total respondents agreed or strongly agreed, the skills of introducing interesting entertainment places and reliable shops to tourists were not as high when only 78% and 71% of respondents agreed or strongly agreed. Specifically, in terms of the skill of introducing restaurants with tasty foods to customers, Vietnamese tour guides were not high rated when only 65% of respondents agreed or strongly agree, while there were 21% disagreed or strongly disagreed (see Figure 4.13).

Figure 4.13: Interpersonal servabiliy and organizational skills attributes of tour guide assessed by tourists



Source: Developed for this research

Subsequently, the figure also illustrated that the skill of performing in commentary and the skill of taking good care of customers' needs are comparatively high rated with 84% of respondents agreed or strongly agreed. Although Vietnamese tour guides are

considered as having knowledge to keep environment clean during a package tour when receiving 85% of total respondents' agreement or strong agreement, the skills of keeping reminding tourists of environmental protection issues as well as safety issues are lacking because there were 37% and 32% of respondents are neutral, disagreed or strongly disagreed.

Vietnamese tour guides were also considered as able to generate rapport among tour's members when receiving 81% of total respondents' agreement or strong agreement. However, it seemed that foreign tourists did not appreciate much of the sense of humor of tour guides due to the fact only 22% of respondents are neutral or disagreed or strongly disagreed on this attribute. It can be explained by the lack of language skill of tour guides that analyzed above.

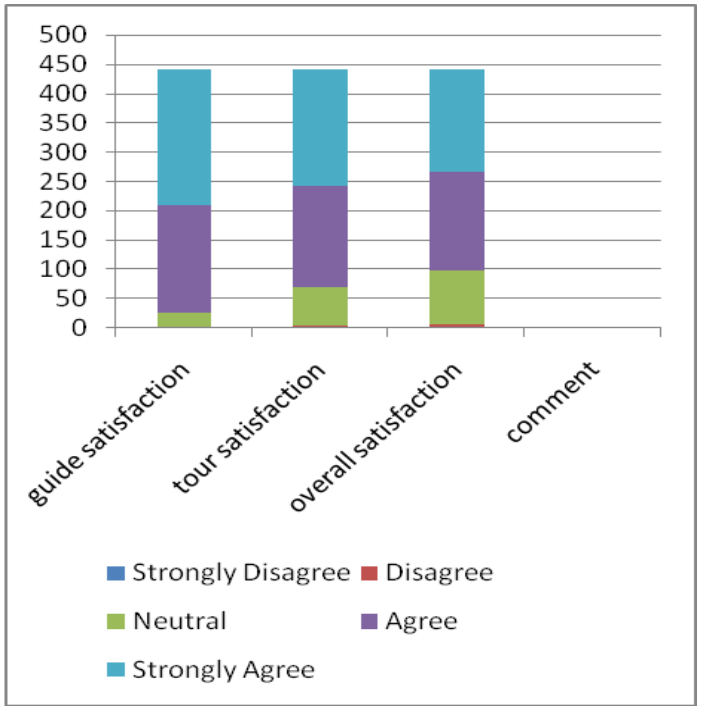
Contrary to the above positive attributes, Figure 4.13 also showed that the skill of meeting psychological needs of customers, the skill of willing to help customers, and the skill of showing knowledge of destination's culture and history as well as local people's lifestyle were not highly rated by tourists when receiving less than 75% of respondents' agreement or strong agreement. In terms of the skill of understanding the culture of customers that tour guides are serving, specifically, there were 33% of total respondents assessed 'neutral' or 'disagreed', and 5% were 'strongly disagreed'. It is one of the big weaknesses of Vietnamese tour guides that was also reported in conducted focus group interviews.

Similar results could be found in tour guide's skills of handling customers' complaints and solving problems in the tour, as well as coping with unexpected or urgent incidents when receiving less than 67% of respondents' agreement or strong agreement. Moreover, the skills of tour guides to reconcile historical arguments among tourists and to show sound judgment in historical arguments with customers are lacking when there were less than 52% of total respondents agreed or strongly agreed. Especially, skill of reconciling historical arguments among tourists received 21% of disagreement and strong disagreement from tourists.

4.3.1.4 Tourist satisfaction and destination loyalty

In general, although there were various assessments of tourists on tour guide, tourist satisfaction on guiding service was high when a density of 94% of total respondents were 'agree' or 'strongly agree'. However, this figure has been decreased to 84% and 78% in tourist satisfaction on tour services and overall tour experience (see Figure 4.14).

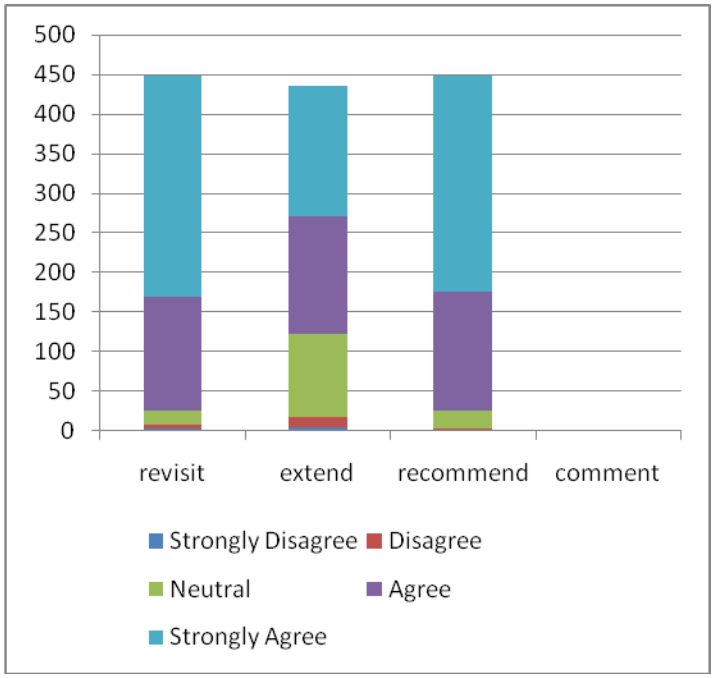
Figure 4.14: Tourist satisfaction on guiding service, tour services and overall tour experience



Source: Developed for this research

Furthermore, in terms of destination loyalty of foreign tourists, it can be said that most of tourists (about 94%) are willing to revisit Vietnam for tourism in the future or to recommend others to travel to the country, additionally only 72% of total respondents stated that they will stay longer to travel in Vietnam if they have the chance to come again on a business trip (see Figure 4.15).

Figure 4.15: Destination loyalty of tourists



Source: Developed for this research

4.3.2 Exploratory Factor Analysis

4.3.2.1 Tourist satisfaction

In terms of 'tourist satisfaction' definition, with KMO = .681 (>= .5) and Sig. < .05 in Bartlett's test, along with the cumulative percentage of total variance was 82.885% and factor loading of every item (including satisfaction with guiding service, satisfaction with tour services, and satisfaction with the overall tour experience) was higher than .5 each, it can be said that 'tourist satisfaction' was explained by the above three attributes (see Table A12.1). Cronbach's Alpha analysis also showed the reliability of used scales when all factors were higher than .6 (see Table A12.2).

4.3.2.2 Destination loyalty of tourists

The same results had been found in 'destination loyalty' definition, indicating that the definition was measured by the willingness to revisit the country, the willingness to stay

longer to travel if having a chance in future, and the willingness to recommend others to travel to the country (see Table A13.1 and A13.2).

4.3.2.3 Intrapersonal servability of tour guide

In the next step, exploratory factor analysis (EFA) was conducted to identify tour guide performance dimensions using the Principal Axis Factoring with Promax rotation. In terms of intrapersonal servability of tour guide, factor loading of every item was higher than .5, except the item v1.6 – 'tour guides had good health' – with factor loading was only .253 (see Table A14.1). This item, after that, was eligible to be deleted and the EFA was conducted again without this item (see Table A14.2). The result showed that in terms of intrapersonal servability of tour guide, there were three groups of attributes generated that indicating in Table 4.1. The further Cronbach's Alpha analyses in each group also revealed the reliability of used scales (see Table A14.3).

Table 4.1: Factor loading from Pattern Matrix of 'intrapersonal servability'

	Factor		
	app	work	com
v1.1	.825		
v1.3	.778		
v1.2	.718		
v1.5	.665		
v1.4	.642		
v1.7		.914	
v1.8		.838	
v1.10			.820
v1.9			.580

Source: Developed for this research

Factors from v1.1 to v1.5, after that, were named as 'appearance' because of its relevance to the physical appearance of tour guides, while v1.7 and v.18 were named as 'work attitude' when they are closed to the career's responsibility of tour guide, and v1.9 and v1.10 were named as 'communication skill' as they are related to the language ability of tour guide. These classifications are somewhat different from the results of

Huang *et al.* (2010) because this study affirmed three factors (v1.1, v1.3, and v1.4) that were eliminated from Huang's model.

4.3.2.4 Interpersonal servability and organizational skills of tour guide

In terms of interpersonal servability and organizational skills of tour guide, there were six groups of attributes generated. However, with factor loadings are lower than .4 or the difference between highest loading and others are lower than .3, there are 4 items that should be deleted respectively, including v2.7 'tour guides performed well in commentary', v2.8 'tour guides had a good sense of humor', v2.9 'tour guides were able to generate rapport among tour's members', and v2.15 'tour guides followed the itinerary and schedule' (see Table A15.1). After deleted three items v2.7, v2.8 and v2.9, the result stated that item v2.15 was not appropriate because the difference between highest loading with others reached only .155 although factor loading was .424. Hence, item v2.15 was also deleted afterwards (see Table A15.2). Table A15.3 showed that item v2.16 and v2.18 should be eliminated because factor loadings were lower than .5 or the difference between highest loading and others were lower than .3. However, according to Hair *et al.* (1998, p.111), if the number of samples is from 350, factor loading of .3 can be used while this research has a sample of 451 respondents. The two items, moreover, were implied their importance in focus group interviews that conducted before. Hence, item v2.16 and v2.18 were kept in the model (see Table 4.2). The further Cronbach's Alpha analyses in each group also indicated the reliability of used scales (see Table A15.4).

Table 4.2: Factor loading from Pattern Matrix of 'interpersonal servability and organizational skills'

	Factor					
	solv	intro	prof	emp	envi	org
v2.12	.882					
v2.11	.875					
v2.13	.810					
v2.10	.683					
v2.14	.639					
v2.26		.795				
v2.25		.767				
v2.23		.743				
v2.24		.684				
v2.22		.633				
v2.5			1.004			
v2.4			.956			
v2.6	.259		.684			
v2.3				.888		
v2.2				.873		
v2.1				.831		
v2.20					.933	
v2.21					.762	
v2.19					.680	
v2.17						.922
v2.16	.239					.478
v2.18						.396

Source: Developed for this research

Factors from v2.1 to v2.3, in the next step, were named as 'empathy'. This was also comparable to the result of Huang *et al.* (2010) when they grouped 3 factors, especially the ability of tour guide to meet tourists' psychological needs. Factor from v2.4 to v2.6, in addition, were named as 'professional competence'. This classification is partly different from previous research of Huang *et al.* (2010, p.20) because the attribute 'sense of humor' of tour guide was firstly deleted from the model after conducting focus group interviews, while attributes related to language ability of tour guide were grouped as 'communication skill' in intrapersonal servability of tour guide above. Factors from

v2.10 to v2.14 were named as 'solving problems', as well as factors from v2.16 to 2.18 were named as 'organizational skill', indicating the similar result from research of Huang *et al.* (2010). However, factors from v2.19 to v2.21 that named as 'environmental protection skill', and factors from v2.22 to v2.26 that named as 'entertainment introduction skill', are new results when compared with previous research as they were raised from the focus group interviews.

In conclusion, in terms of intrapersonal servability dimension, three factors were derived from the factor analysis. The final solution retained 9 performance items. The three factors explained 58.79% of the total variance of the remaining items. The three factors were labeled as 'appearance' (v1.1 to v1.5), 'work attitude' (v1.7 and v1.8), and 'communication skill' (v1.9 and v1.10). On the other hand, in terms of interpersonal and organizational skills dimension, six factors were derived from factor analysis with 22 performance items were kept. The six factors explained 65.01% of the total variance of the remaining items. The six factor were also labeled as 'empathy' (v2.1 to v2.3), 'professional competence' (v2.4 to v2.6), 'solving problems' (v2.10 to v2.14), 'organizational skill' (v2.16 to v2.18), 'environmental protection skill' (v2.19 to v2.21), and 'entertainment introduction skill' (v2.22 to v2.26). This result also supports existing theories and the previous research of Zhang and Chow (2004) and Huang *et al.* (2010).

4.3.3 Confirmatory Factor Analysis and Structural Equation Modeling

The proposed model of this research generally held with data from foreign tourist sample. The model fit indices after modification suggested 21 error covariance between items showed that Chi-square/df = 2.744; RMSEA = .062; IFI = .906; CFI = .905; TLI = .886, demonstrating a reasonable fit between the model and the data (see Table A16 and Figure A1 in Appendix 5). Because of this, no more model modification was attempted. The error covariance between items could very well reflect the noise between factors. As shown in Table A17, it can be said that tour guide performance, tourist satisfaction, and tourist loyalty have significant positive effect on all related items when all standardized regression weights were higher than .5, showing the achieved convergent validity.

Next, the results of structural equation modeling show that the theoretical model received an acceptable model fit with chi-square/df = 2.737 (less than 5), CFI = .903 (greater than 0.9), TLI = .886 (not high at standard of .9 recommended levels, but acceptable at moderate fit (Hair *et al.*, 1995)), IFI = .904 (greater than .9) and RMSEA = .062 (less than 0.08) (see Figure A2). However, there are four factors that have to be deleted from the model as the P-value in regression weights (Table 4.3) are higher than .1, including 'work', 'com', 'envi', and 'emp'.

Table 4.3: Regression weights of SEM

			Estimate	S.E.	C.R.	P	Label
satis	<---	app	.221	.066	3.342	***	
satis	<---	work	.052	.039	1.337	.181	
satis	<---	com	-.126	.092	-1.371	.171	
satis	<---	prof	.073	.029	2.543	.011	
satis	<---	solv	.121	.054	2.239	.025	
satis	<---	org	.375	.119	3.147	.002	
satis	<---	envi	.023	.042	.544	.586	
satis	<---	intro	.183	.034	5.300	***	
satis	<---	emp	.035	.041	.855	.393	
loyal	<---	satis	.451	.050	8.995	***	

Source: Developed for this research

After eliminating respectively the above variables, SEM was employed again and the result was shown in Figure A3, indicating the model was regarded as acceptable. The following tables (from Table 4.4 to 4.6) also showed the relationship between tour guide performance and tourist satisfaction as well as tourist satisfaction and destination loyalty; and the direct and indirect effect of tour guide performance on tourists' satisfaction and their loyalty.

Table 4.4: Regression weights of SEM after deleting four factors of tour guide performance

			Estimate	S.E.	C.R.	P	Label
satis	<---	app	.212	.059	3.613	***	
satis	<---	prof	.087	.027	3.218	.001	
satis	<---	solv	.104	.050	2.082	.037	
satis	<---	org	.350	.094	3.721	***	
satis	<---	intro	.186	.034	5.519	***	
loyal	<---	satis	.453	.050	8.994	***	

Source: Developed for this research

Table 4.5: Standardized regression weights of SEM after deleting four factors of tour guide performance

			Estimate
satis	<---	app	.187
satis	<---	prof	.157
satis	<---	solv	.114
satis	<---	org	.282
satis	<---	intro	.243
loyal	<---	satis	.543

Source: Developed for this research

Table 4.6: Direct and indirect effect of tour guide performance on tourists' satisfaction and their loyalty

	intro	org	solv	prof	app	satis
satis	.243	.282	.114	.157	.187	.000
loyal	.132	.153	.062	.085	.102	.543

Source: Developed for this research

4.3.4 Hypothesis testing

H1: Intrapersonal servability of tour guide is positively related to tourist satisfaction

This hypothesis suggests that foreign tourists will be more satisfied with a package tour if tour guide has a positive image of intrapersonal servability.

The results of the structural equation modeling in Table 4.4 and 4.5 showed that the standardized regression weight of the structural path between intrapersonal servability, which is known by 'appearance' (that revealed by the friendliness, clothes, politeness, honesty, reliability, and personality), and tourist satisfaction was positive and significant (.187, SE =.059, p=.000), demonstrating that hypothesis 1 is supported by the data. This finding confirms a positive relationship between intrapersonal servability of tour guide and tourist satisfaction. In other words, the more positive intrapersonal servability tour guides have, the more satisfaction the tourists achieve.

H2: Interpersonal servability and organizational skills are positively related to tourist satisfaction

Hypothesis 2 suggests that foreign tourists will be more satisfied with a package tour if tour guide has a positive image of interpersonal servability and organizational skills.

In this study, interpersonal servability and organizational skills were understood as professional competence skill, solving problems skill, introduction skill, and organizational skills of tour guide.

The results of the structural equation modeling in Table 4.4 and 4.5 showed that the standardized regression weight of the structural path between professional competence skill (that revealed by the knowledge of destination's culture and history, the knowledge of local people's lifestyle, and the ability to understand the culture of tourists) and tourist satisfaction was positive and significant (.157, SE =.027, p=.001). Additionally, the standardized regression weight of the structural path between solving problems skill (that revealed by the ability to handle customers' complaints, the ability to solve any problems and conflicts, the ability to cope with unexpected incidents, and the ability to reconcile and show sound judgment in historical arguments among tourists) and tourist satisfaction was positive and significant (.114, SE =.050, p=.037). The standardized regression weight of the structural path between introduction skill (that revealed by the skill to introduce restaurants with tasty and traditional Vietnamese foods, the skill to introduce traditional or special products, and the skill to introduce interesting entertainment places and reliable shops) and tourist satisfaction was positive and

significant (.243, SE =.034, p=.000). And last, the standardized regression weight of the structural path between organizational skills (that revealed by the time management skill, the ability to organize activities in a tour, and the ability to cooperate with other staff) and tourist satisfaction was positive and significant (.282, SE =.094, p=.000).

In conclusion, the above findings confirm a positive relationship between interpersonal servability as well as organizational skills of tour guide and tourist satisfaction. In other words, the more positive interpersonal servability and organizational skills tour guides have, the more satisfaction the tourists achieve.

H3: Tourist satisfaction is positively related to destination loyalty

This hypothesis suggests that foreign tourists will have the destination loyalty if they are satisfied with tour guide performance in a package tour.

The results of the structural equation modeling in Table 4.4 and 4.5 showed that the standardized regression weight of the structural path between tourist satisfaction and destination loyalty was positive and significant (.543, SE =.050, p=.000).

The finding confirms a positive relationship between tourist satisfaction and tourists' destination loyalty. In other words, the more positive tourist satisfaction is, the more destination loyalty level the tourists achieve.

H41 and H42: Intrapersonal servability and interpersonal servability and organizational skills of tour guides are positively related to destination loyalty of tourists

The two hypotheses suggest that intrapersonal servability, and interpersonal servability and organizational skills of tour guides will indirectly lead to the destination loyalty of tourists in a package tour.

The results of the structural equation modeling in Table 4.6 showed that the indirect effects of tour guide performance (including intrapersonal servability, and interpersonal servability and organizational skills) on tourists destination was positive and significant (.102, .085, .062, .132, .153 respectively). The finding proves a positive relationship

between tour guide performance and tourists' destination loyalty. In other words, the more positive tour guide performance is, the more destination loyalty level the tourists achieve.

Nevertheless, in terms of SEM to identify the relationship between constructs, four factors had been eliminated from the model, including 'work attitude', 'communication skill', 'empathy', and 'environmental protection skill'. Although these factors, especially communication skill and environmental protection skill of tour guide, were raised from focus group interviews and reality, however, with the availability of the existing data, it can be said there is not enough evidence to prove the relationship between these factors and tourist satisfaction in this study. This could be considered as one of the limitations of the study that will be described fully in the chapter 5.

4.4 Summary and conclusion

Along with the descriptive statistics analysis of foreign tourists, this chapter has presented the two-stage approach of structural equation modeling to test the theoretical model. The measurement model was assessed through preliminary exploratory analysis and confirmatory factor analysis to ensure the model satisfied the first step of structural equation modeling. The revised theoretical model afterward satisfied the fit conditions and was used to further analyze the theoretical hypotheses. A summary of the results of the hypotheses testing is presented in Table 4.7.

Table 4.7: Summary of the results of the hypotheses testing

Hypothesis	Statement	P	Result
H1	**Intrapersonal servability of tour guide is positively related to tourist satisfaction**		
	+ Appearance of tour guide is positively related to tourist satisfaction	0.000	Supported
	+ Work attitude of tour guide is positively related to tourist satisfaction	0.181 (*)	Not supported
	+ Communication skill of tour guide is positively related to tourist satisfaction	0.171 (*)	Not supported
H2	**Interpersonal servability and organizational skills are positively related to tourist satisfaction**		
	+ Professional competence skill is positively related to tourist satisfaction	0.001	Supported
	+ Solving problems skill is positively related to tourist satisfaction	0.037	Supported
	+ Organizational skill is positively related to tourist satisfaction	0.000	Supported
	+ Introduction skill is positively related to tourist satisfaction	0.000	Supported
	+ Empathy is positively related to tourist satisfaction	0.393 (*)	Not supported
	+ Environmental protection skill is positively related to tourist satisfaction	0.586 (*)	Not supported
H3	**Tourist satisfaction is positively related to destination loyalty**	0.000	Supported
H41	**Intrapersonal servability and interpersonal**		Supported
H42	**servability and organizational skills of tour guides are positively related to destination loyalty of tourists**		

Source: Developed for this research (*): not significance at $p > 0.1$

The implications of the hypotheses testing results presented in this chapter will be discussed further in Chapter 5, along with consideration of the study limitations and future research directions.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1 Introduction

In the end of Chapter 1, three research questions were identified as follows:

Q1: What are factors influencing tour guide performance in tourism industry in Vietnam?

Q2: What is relationship between tour guide performance and tourist satisfaction in tourism industry in Vietnam?

Q3: What is the relationship between tourist satisfaction on tour guide performance and destination loyalty?

To answer these questions, Chapter 2 reviewed the literature in relation to tour guide performance, tourist satisfaction, and tourist destination loyalty. Five hypotheses were proposed to answer the three research questions. Chapter 3 provided details on the research methodology used in this study. The survey method was used to test the theoretical model. One pilot study and one main survey were conducted with independent foreign tourists in Vietnam. This chapter also discussed the analysis methods used to test the model and considered the ethical aspects of the study.

The previous chapter, Chapter 4 reported the results of the quantitative and qualitative data analysis by reviewing the data relating to the research questions and the relationship between the Vietnamese tour guide performance and foreign tourists' satisfaction as well as their loyalty in a package tour. The theoretical model was evaluated by using structural equation modeling which was used to test the hypotheses proposed in Chapter 2. This chapter, Chapter 5, presents the discussion of the research findings, comparing with the results with those from other existing research. The chapter also discusses the

theoretical and practical implications of the research undertaken in this study and, from this, draws conclusions which are then discussed in detail.

5.2 Conclusions from the research questions

5.2.1 Question 1: What are factors influencing tour guide performance in tourism industry in Vietnam?

After conducting exploratory factor analysis, 9 factors with 31 items that affect tour guide performance in the context of Vietnam were generated, including 'appearance', 'work attitude', 'communication skill', 'empathy', 'professional competence', 'solving problems', 'organizational skill', 'environmental protection skill', and 'entertainment introduction skill'. Comparing with existing literature as well as the research of Zhang and Chow (2004) on tour guide performance in Hong Kong of Chinese tourists, the research of Huang *et al.* (2010) on tour guide performance in Shanghai – China of foreign tourists, and the research of Chang (2014) on Taiwanese tour guide performance in the case of tourists from China, it can be said some differences that should be mentioned have been found as follows:

First, the 'environmental protection skill' factor in this research was derived from focus group interviews and confirmed by EFA with factor loadings of items from .68 to .93 (see Table A15.3). However, this factor was not found in research of Zhang and Chow (2004), Huang *et al.* (2010), and Chang (2014). It can be explained by the fact that environmental problems in Vietnam are current issue while the awareness of Vietnamese people of keeping environment clean is still poor. In particular, many foreign tourists complain about this, especially when they are faced with garbage or trashes in destinations. Moreover, some tour guides did not ask tourists to keep remembering about environmental protection or they themselves are the people who leave litter in a package tour.

Second, both research of Huang *et al.* (2010) and Chang (2014) indicated that 'sense of humor' of tour guide is one of the important factors affecting foreign tourist satisfaction

with factor loading of .72 (in the research of Huang *et al.* (2010)), while in this research that indicator was only .38. In fact, Vietnamese tour guides are not good in showing a sense of humor due to their English ability and/or the differences between their and the tourists' culture. Because of this reason, along with factor loadings from .35 to .41 of every item (see Table A15.1), 'sense of humor' was eliminated from the model.

Third, research of Zhang and Chow (2004) and Chang (2014) showed that 'entertainment introduction skill' is not a significant factor of tour guide performance because the mean score is much lower than other factors, while Huang *et al.* (2010) deleted that factor from their model due to low factor loading indicator. However, in this research, this factor is significant with factor loadings from .63 to .79 for every item (see Table A15.3). Many foreign tourists, in particular, agreed that Vietnamese food and traditional/special products are interesting to try or buy. On the other hand, tour guides seldom introduced interesting entertainment places (e.g., casino) that many Asian tourists want to visit.

Fourth, in this research, 'communication skill' that measured by language ability and communication ability is one of the important factor of tour guide performance with factor loadings of .58 and .82 (see Table A14.2). It is also indicated by the fact that many tourists complain about the communication skill of their tour guide during a package tour. However, in research of Huang *et al* (2010), this factor was eliminated due to the low factor loading.

Fifth, research of Zhang and Chow (2004) stated that 'professional competence' factor that included the knowledge of local people's lifestyle is not important when receiving one of the lowest mean scores in the study. However, in Vietnamese context, this factor is significant due to the fact that the country has 54 ethnic groups from the North to the South, making the diversification in culture in every destination. Understanding the culture of destination is not only interesting for tourists and but also one of the main reasons leading to the success of a package tour. Because of this reason, along with factor loading of .68 to 1 (see Table A15.3), 'professional competence' was kept as a factor of tour guide performance in this research.

Last, research of Huang *et al.* (2010) revealed that 'appearance' that including friendly, punctual, polite, and honest is not a significant factor for tour guide performance when factor loadings were low, while this factor also received low mean ranking in research of Zhang and Chow (2004). Nevertheless, in this research, 'appearance' is important factor with factor loadings from .64 to .82 (see Table A14.2). The same result also can be found in research of Chang (2014). In fact, the appearance of Vietnamese tour guide was also highly appreciated by foreign tourists.

The results of the findings from tour guide performance attributes, in addition, reconfirmed the existing literature on the role of tour guide that had been discussed in Chapter 2. With the above 9 factors influencing tour guide performance, it can be said that tour guide was considered as an interpreter, an information giver, an organizer, a navigator, and a cultural broker in a package tour.

5.2.2 Question 2: What is the relationship between tour guide performance and tourist satisfaction in tourism industry in Vietnam?

The major objective of the study is to examine the relationship between tour guide performance and tourist satisfaction, leading to the need of testing the two following hypotheses:

H1: Intrapersonal servability is positively related to tourist satisfaction

H2: Interpersonal servability and organizational skills are positively related to tourist satisfaction

Initially, it can be said that three constructs of tourist satisfaction were satisfied as shown by the validity and reliability test, as shown by the EFA model in chapter 4. This result is also supported by the research of Huang *et al.* (2010). In general, the findings confirmed that the above hypotheses were significantly supported by the data. However, some points to be discussed are as follows:

First, in order to measure the relationship between tour guide performance and tourist satisfaction by using CFA and SEM, two factors of intrapersonal servability construct had been eliminated from the model, including 'work attitude' and 'communication skill', due to the P-value is higher than .1, leading to the result that intrapersonal servability of tour guide is only revealed by 'appearance' factor. 'Work attitude' factor, in other research of Wong (2001), Zhang and Chow (2004), and Huang *et al.* (2010), was also removed when examining the relationship between tour guide performance/attribute and tourist satisfaction. However, 'communication skill' was emphasized in some research, such as Wong (2001) and Chang (2014), while research of Huang *et al.* (2010) deleted this factor after conducting CFA and SEM. In particular, although communication skill of tour guide in Vietnam, which is primarily measured by language proficiency, has been raised in focus group interviews, the result of CFA and SEM has rejected the factor based on the P-value. It can be explained that there is not enough evidence to prove the relationship between this factor and tourist satisfaction in the context of Vietnam, however, it will be different from the other contexts, for example Hong Kong, from the research of Chang (2014). This result, therefore, is also considered as one of the findings of the study.

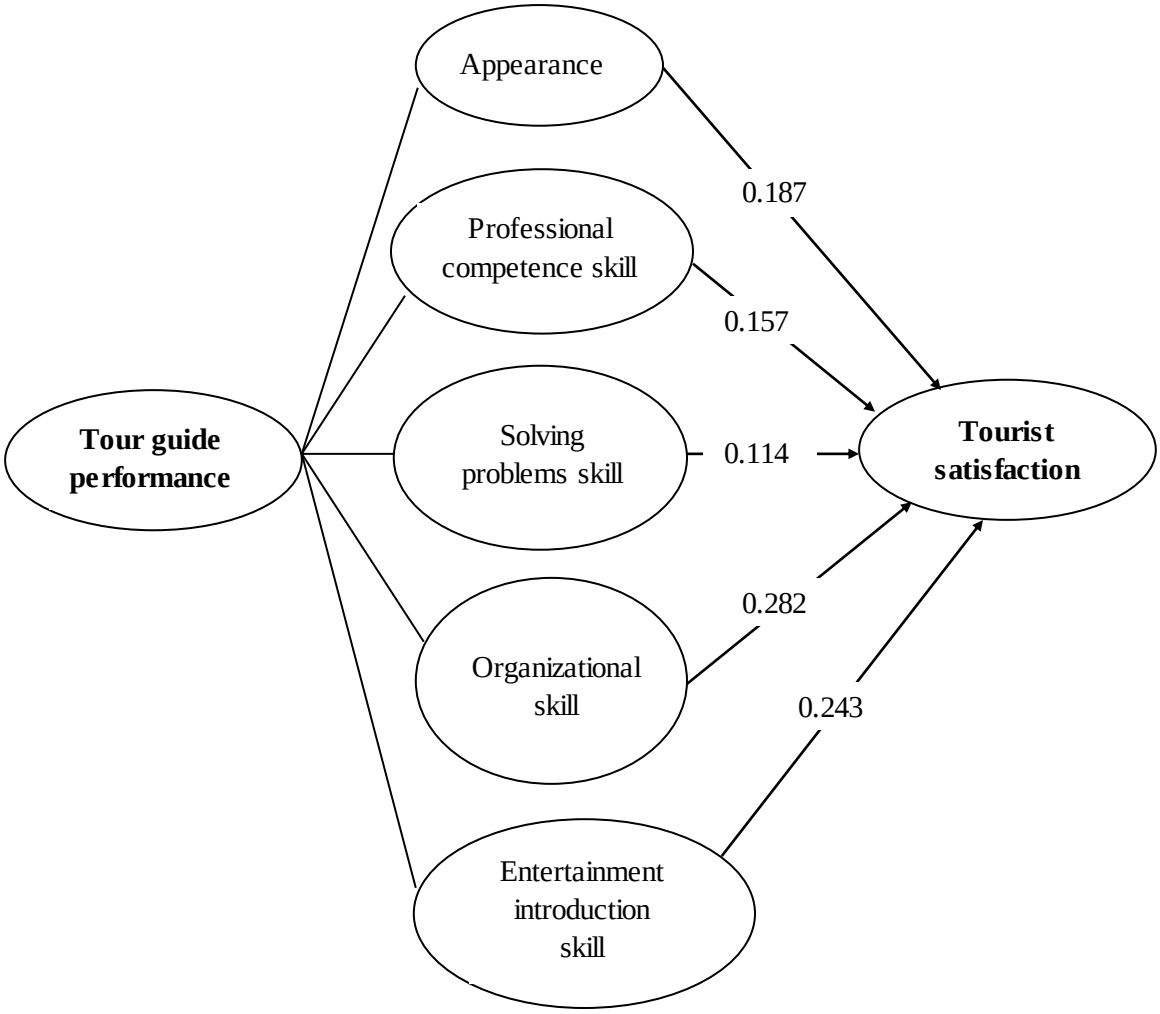
Second, in terms of the construct of interpersonal servability and organizational skills, two factors were eliminated from the model, including 'empathy' and 'environmental protection skill'. This result is consistent with the findings from existing literature when the factor was also removed in research of Zhang and Chow (2004), Huang *et al.* (2010), and Chang (2014). The 'environmental protection skill' factor, in this research, is a new factor derived from focus group interviews and has not been mentioned in other existing research. Unfortunately, this factor, again, was removed because the P-value is higher than .1. It can be explained that there is not enough evidence to prove the relationship between the factor and tourist satisfaction in the context of Vietnam. However, in future research, especially research on developing countries, this factor might be raised because environment is becoming one of the hot issues in these countries.

The four remaining factors related to interpersonal servability and organizational skills that influence tourist satisfaction found after conducting CFA and SEM are 'professional

competence', 'solving problems', 'organizational skill', and 'entertainment introduction skill'. The first three factors were also supported by existing literature by research of Wong (2001), Zhang and Chow (2004), Huang *et al.* (2010), and Chang (2014). Especially, the last factor, 'entertainment introduction skill' is considered as a new factor that has not been studied by other researchers. Research of Zhang and Chow (2004) and Huang *et al.* (2010) partly mentioned this factor by measuring the unique item 'introduce reliable shop to customers'. Therefore, it can be said that exploring this factor in the relationship with tourist satisfaction is one of the contributions of the study.

In conclusion, the proposed research model on the relationship between tour guide performance and tourist satisfaction presented in chapter 2 is revised to be the final model as shown in Figure 5.1.

Figure 5.1: The effect of tour guide performance on tourist satisfaction



Source: Developed for this research

The above figure also indicates the level of effect of each attribute of tour guide performance on tourist satisfaction. Specifically, organizational skill of tour guide, including the skill of time management, the skill of activities organization, and the skill of cooperation with other staff, has the strongest effect on tourist satisfaction. This result emphasizes the role of tour guide as a tour organizer and is consistent with the result of other authors (Cohen, 1985; Weiler and David, 1993; Howard *et al.*, 2001; Huang *et al.*, 2010).

5.2.3 Question 3: What is the relationship between tourist satisfaction on tour guide performance and destination loyalty?

In order to examine the relationship between tourist satisfaction and destination loyalty as well as the relationship between tour guide performance and destination loyalty, the three following hypotheses have been tested:

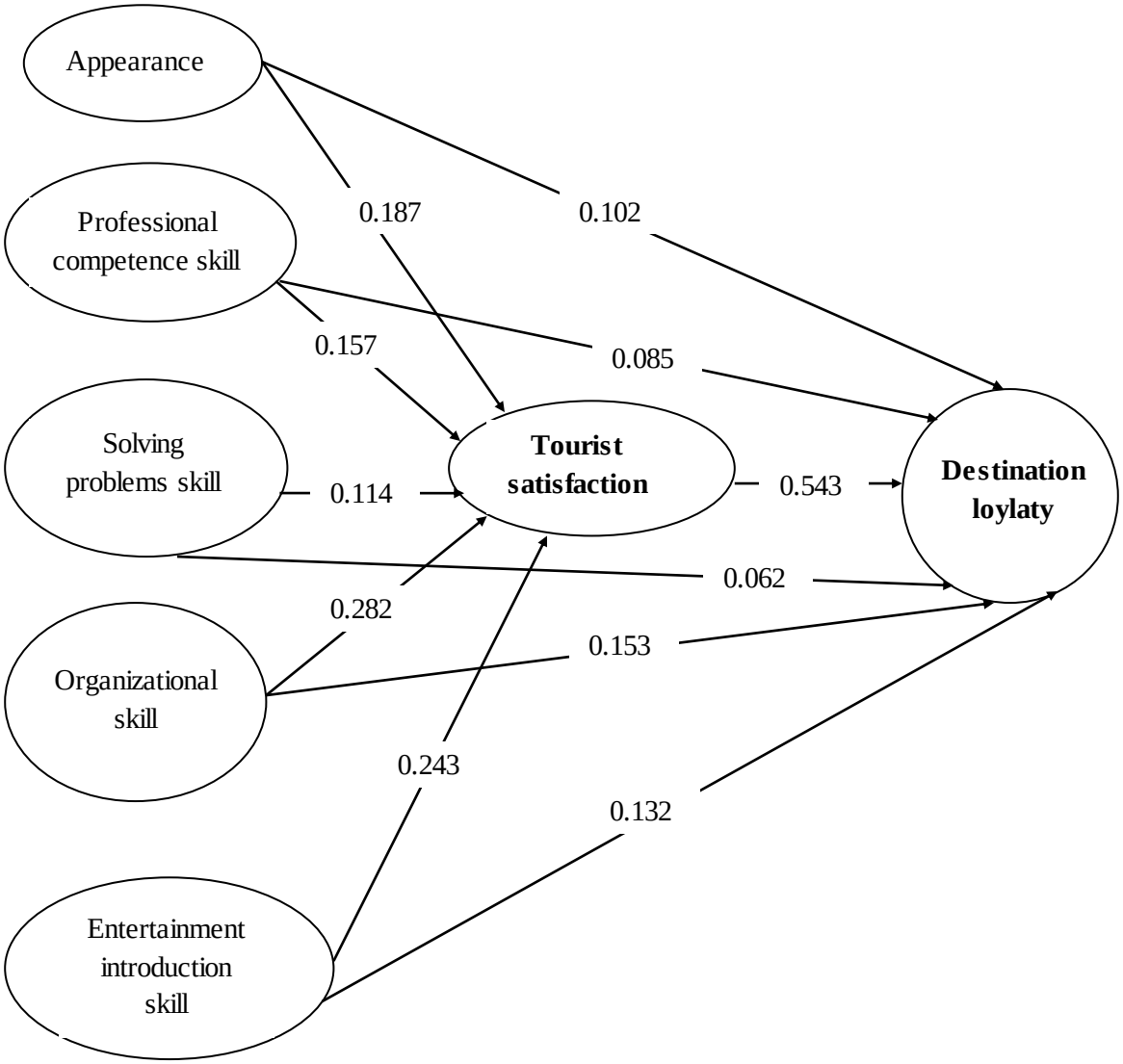
H3: Tourist satisfaction is positively related to destination loyalty

H41 and H42: Intrapersonal servability and interpersonal servability and organizational skills of tour guides are positively related to destination loyalty of tourists

The findings showed that hypothesis H3 was supported by the SEM result, with coefficient of .543 and p=.000. This means that in order to build the destination loyalty of foreign tourists as well as the image of the country in terms of tourism, it is needed to increase the level of satisfaction of tourists in a package tour. This finding was also consistent with the existing literature when many authors agreed that tourist satisfaction with travel experiences contributes to destination loyalty (Oppermann, 2000; Alexandris *et al.*, 2006; Faullant *et al.*, 2008; Truong and King, 2009; XiaoXia *et al.*, 2013).

The findings of the study, moreover, showed that hypotheses H41 and H42 were supported by the SEM result. This means that tour guide performance contributes to the destination loyalty of foreign tourists. This finding can be considered as one of the contributions of the study as no existing research had examined this relationship. The result also showed the level of effect of each tour guide performance's attribute on destination loyalty of tourists as shown in Figure 5.2.

Figure 5.2: The effect of tour guide performance and tourist satisfaction on destination loyalty of foreign tourists



Source: Developed for this research

Figure 5.2 again demonstrates the significance of organizational skill of tour guide as it has the strongest effect on destination loyalty of tourists. Organizational skill of tour guide, therefore, not only is the largest influence to tourists' satisfaction but also tourists' destination loyalty. This finding is one of the important foundations to carry out the implications for the study in the next section.

5.3 Contributions of the research findings

5.3.1 Theoretical contribution

Tourist satisfaction and destination loyalty have gained great attention in the literature on tourism research. This research stream, however, has not yet reached a consensus about the relationship between tour guide performance and destination loyalty. Most research has been conducted in the relationship between tourist satisfaction in general and destination loyalty of tourists and, in particular, the performance of tour guide has been left out of the factors that affect both tourist satisfaction and destination loyalty, which has been recognized as a knowledge gap in the research on tourism. In order to make a contribution to overcoming this gap, this study has focused on the issue of tourist satisfaction and destination loyalty from the perspective of tour guide performance.

The study has confirmed support of the theoretical model proposed for this study. The findings show that intrapersonal servability, interpersonal servability, and organizational skill of tour guide are all sub-dimensions of tour guide performance. This study contributes to the complete picture of tour guide performance, which consists of 9 factors, from the perspective of foreign tourists. Following Zhang and Chow (2004), Huang *et al.* (2010), and Chang (2014), this study has investigated the concept of tour guide performance and the relationship among tour guide performance, tourist satisfaction, and destination loyalty. It has found that organizational skill of tour guide is the most important dimension of tour guide performance that affects both tourist satisfaction and destination loyalty. This finding of the study indicates that tour guides should focus on their organization skill, including time management, activities organization, and cooperation with other staff, in order to build their image, which contributes to the satisfaction of foreign tourists and their destination loyalty as well as the success of a package tour. In addition, by measuring and assessing the nine key components of tour guide performance, tour guides can evaluate how significant their role is from foreign tourist's perspective. This can act as a performance 'health check', as the measurement scale of tour guide performance that can be adapted to test using other markets from various of countries, even in Vietnam, to see how important a tour guide is

from the tourist's perspective. The results of performance health checking will not only help tour guides to identify what attributes of their performance need to be improved, but also help tour managers/tour operators to find out ways to improve the competence of tour guides in order to satisfy the clients.

The second contribution of the study is that it contributes to filling the gap related to the effect of tour guide performance on tourists' destination loyalty. The findings indicate that both tour guide performance has a positive and significant effect on tourist's destination loyalty. The current study is one of the first known studies in the tourism literature to focus on this issue. Moreover, organizational skill and entertainment introduction skill of tour guide have the highest effect on destination loyalty of tourists. This contribution will help tour guides and tour managers/tour operators understand the important role of all tour guide performance dimensions. Therefore, based on short-term or long-term strategies, tour managers/tour operators can focus on different dimensions of tour guide to improve their performance in a package tour. Furthermore, combined with performance health checks, tour managers/tour operators can track how their business image is positioned in the tourism sector and determine what programs related to reinforce tour guide performance (e.g. training) need to be put in place to support tour guides in improving their competence in order to build the tourists' destination loyalty in the future.

5.3.2 Methodological contribution

A number of contributions to methodology have been made by this study. Firstly, all the scales used to measure the constructs in this study, including tour guide performance, tourist satisfaction, and destination loyalty were developed and tested in various countries such as Hong Kong (Zhang and Chow, 2004), China (Huang *et al.*, 2010), and Taiwan (Chang, 2014). This study makes a contribution to the literature by modifying and testing them within the context of a developing country – Vietnam. The findings confirmed that most of the instruments adapted from studies conducted in other countries satisfied the reliability and validity of measures in the developing market, although some items were deleted to suit the tourism sector in terms of inbound customers in Vietnam.

Secondly, the two-step approach in structural equation modeling has been used in this study as an effective tool for testing the measurement and the structural model. This study

provides further evidence of the effectiveness of applying structural equation modeling to marketing research.

The following section outlines and discusses the practical implications of the research outcomes from the perspective of tour guide and tour manager/tour operator.

5.4 Implications of the research

Tour guide performance is one of the keys concern to the success of a package tour. This study has focused on tour guide performance from the foreign tourist's perspective and its effects on tourist satisfaction as well as destination loyalty of tourists. The results of this study suggest a number of implications for tour guide and tour manager/tour operator.

The study provides some guidance on strategies from the tour guide performance perspective. The current research has also indicated that good tour guides are based on five components: organizational skill, entertainment introduction skill, appearance, professional competence skill, and solving problems skill. Moreover, tour guide performance is significantly and positively related to tourist satisfaction and destination loyalty. First, in terms of organizational skill, tour guides should concentrate on improving the ability on time management and activities organization by understanding deeply about the package tour they are guiding. Tour manager/tour operator, at the same time, has to design the appropriate program for a tour in terms of schedule and activities. Tour guides, on the other hand, have to build a good relationship with other staff, for example, driver, or domestic tour guide in the destination, or staff in hotels. Moreover, foreign tourists in the country mostly love to try Vietnamese food as well as entertainment spaces, leading to the fact that tour guides should have the skill to introduce them to reliable places by improving and updating the newest and interesting restaurants, festivals, shopping malls, casinos, etc.

Second, in terms of professional competence skill, tour guides need to enhance the knowledge of the destination's culture and history as well as the knowledge of culture of customers they are serving by learning and reading books/news/magazines. Tour manager/tour operator, therefore, might also provide internal short courses to improve this knowledge for tour guides. Additionally, the ability of tour guides to handle complaints and to solve problems or conflicts in the tour is a significant factor leading to the success of a

package tour. Because of this reason, tour guides have to be keen to realize all of abnormal things that happened in a tour. They also should show sound judgment in solving the problems to avoid the disagreement among tourists that may break the tour's atmosphere. Consequently, understanding the culture of tourists in various countries, again, is an important skill of tour guides.

Third, in terms of appearance, it can be said that tour guides should practice showing their honest, good personality, friendliness that lead to the reliability from foreign tourists. For this reason, the role of tour manager/tour operator is also very important in providing training programs for tour guides. Tour guides, moreover, should attach much importance to their clothes to be neat and appropriate.

Last, the study also shows an implication for the people who are leaders in tourism industry in Vietnam. In company with the endeavor of tour guides and the support from tour manager/tour operator, there should be a new and innovate system/certificate to evaluate a qualified tour guide for inbound market. That system/certificate has to stress the significant knowledge and skills of tour guide, including the knowledge of culture and history of destinations, the knowledge of understanding culture of foreign tourists, the skill of solving problems and conflicts, the skill of time management and activities organization, and the skill of introduction traditional food and entertainment places. This not only fulfills the tour guide attributes but also enhances the level of foreign tourists' satisfaction in a package tour and increases their level of destination loyalty.

5.5 Limitations of the research and further research

As with any research, this study has several limitations, suggesting that different approaches for future research may be useful when further exploring the issues investigated in this study. These limitations must also be acknowledged as having the potential to affect the direct generalization of the study findings beyond the context of the current research.

First of all, the measurement of tour guide performance, which comprised communication skill and environmental protection skill, needs further investigation to confirm whether they are important in tourist satisfaction and destination loyalty. Communication skill and environmental protection skill scales were adapted to measure satisfaction of tourists in this

study because they have been the most common measures used in the literature (Cohen, 1985; Weiler and David, 1993), and they also had been found in focus group interviews of the current research. However, the results of this study were unexpected as these skills of tour guide were not found to be significant factors. Therefore, it is suggested that other measures of communication skill and environmental protection skill should be explored in further research. In addition, expanding sample size and number of tourism destinations in further research might also be considered to apply to test and confirm whether communication skill and environmental protection skill do in fact play important role in the relationship with tourist satisfaction and destination loyalty.

Secondly, this study has focused on foreign tourists in big cities/provinces that attract many customers to build the model. This type of destinations has significantly different characteristics that may influence the role and the performance of tour guide. Consequently, the evaluation of tourists in this research cannot be generalized to the whole population of tourists in various destinations in Vietnam. It would therefore be useful to conduct empirical research on different destinations to make further improvements and refinements on the model of the relationship between tour guide performance and tourist satisfaction. Furthermore, as the research has specifically focused on foreign tourists in the context of Vietnam, it is acknowledged that the results may not be generalized directly to all other countries.

Finally, because the data were collected through a questionnaire survey, the research may suffer from common method variance effect. On the other hand, the sample size was also not large enough to verify the factor structures derived with a CFA. Moreover, because data collection was not fully completed by researcher himself, the non-response bias could not be effectively controlled. Therefore, further studies can test the dimensions of tour guide performance in other ethnic and cultural contexts with a larger size of sample, in company with the data should be collected by the researcher only. In Vietnam's tourism industry, tour guides' unethical behaviors have caused many public debates and drawn policy makers' attention. Future studies of tour guides could also explore the impacts of tour guides' abnormal or unexpected behaviors on tourist satisfaction.

5.6 Conclusion

This study has confirmed the relationship among tour guide performance, foreign tourists' satisfaction, and destination loyalty of foreign tourists in a package tour in the context of Vietnam. The study also proposed a multidimensional construct consisting of five components of tour guide performance (organizational skill, entertainment introduction skill, appearance, professional competence skill, and solving problems skill). These components can be found as the most effective factors for building the tourist satisfaction and destination loyalty. The positive image of tour guide performance is not only positively and significantly related to the satisfaction of tourists but also is one of the factors that determine the destination loyalty of customers. The study, moreover, has proposed a number of suggestions for both tour guide and tour manager/tour operator in order to identify the advantages and disadvantages of tour guide attributes in a tourism company, and then to foster and enhance the performance of employees to reach the higher level of customers' satisfaction as well as their destination loyalty. The suggestions, in addition, also help the policy makers in Vietnam to set up an innovative standard system of qualifications for inbound tour guide staff that appropriated worldwide standard in global perspective. Tour guide performance, in fact, is not only the factor affects the success of a package tour, but also plays an important role to build the image of the tourism industry in Vietnam.

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Appendices

Appendix 1: PARTICIPANT CONSENT FORM

Project Title: The impacts of tour guide performance on foreign tourist satisfaction and destination loyalty in Vietnam

I,……....., consent to participate in the research project titled 'The impacts of tour guide performance on foreign tourist satisfaction and destination loyalty in Vietnam'.

I acknowledge that: I have read the participant information sheet and have been given the opportunity to discuss the information and my involvement in the project with the researcher, Hoang Le Nguyen.

The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to an interview, which may be recorded for purposes of transcription.

I understand that my involvement is confidential and that the information gained during the study may be published anonymously, with no company or individual being identifiable, and no information about me will be used in any way that reveals my identity.

I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher now or in the future.

Signed _____

Name _____

Date _____

Appendix 2: PARTICIPANT INFORMATION SHEET

Project Title: The impacts of tour guide performance on foreign tourist satisfaction and destination loyalty in Vietnam

You are invited to participate in a study conducted by Hoang Le Nguyen, a doctoral candidate in the School of Business at the University of Western Sydney.

Who is carrying out the study?

Hoang Le Nguyen, a DBA candidate at the University of Western Sydney, Australia.

What is the study about?

The purpose of this study is to investigate the relationship among tour guide performance, foreign tourist satisfaction and destination loyalty in the context of Vietnam

This project uses publicly available information together with information provided by people working for tourism companies and foreign tourists in Vietnam.

The aim of this project is to better understand the attributes of tour guide performance in a package tour. The study also examines the impact tour guides have on the satisfaction of tourists who are choosing Vietnam as a tourism destination as well as their destination loyalty. From the findings of the project, I will make a contribution as a number of suggestions for both tour guide and tour manager/tour operator in order to identify the advantages and disadvantages of tour guide attributes, and then to foster and enhance the performance of this force to reach the higher level of customer satisfaction as well as destination loyalty.

What does the study involve?

In participating in this study I will ask you to undertake an interview with me at the time and place of your choosing. The interview will be recorded, with your permission, so that the spoken content can be assessed later.

This interview covers the background of your organisation's involvement, your role in the organisation, and your assessment and opinion about attributes of tour guide performance in a package tour in Vietnam.

The information (interview and any documents) you provide will be completely confidential, neither you nor the organisation (or any other person or organisation that we discussed) will be disclosed in the results of the research. The material will be kept at the University of Western Sydney for exclusive use in this research. After the interview we will discuss all the data/information you have provided and how I will ensure that your privacy is protected. At that time you may instruct me to exclude any particular types of data from the project. You may also stop the interview at any time.

How much time will the study take?

The interview will last between one and two hours, depending on your availability and the amount of discussion resulting from it.

Will the study benefit me?

I believe you will find benefits of participation through strategic insights that emerge from the process of analysing tour guide performance. As a tourist, you will also receive a better service in a package tour from tourism companies when they have strategies to enhance the performance of tour guide from the findings and implications of my study.

Will the study involve any discomfort for me?

No, not at all.

How is this study being paid for?

The study is being supported by the University's research funds, a scholarship, and my personal income.

Will anyone else know the results? How will the results be disseminated?

All aspects of the study, including results, will be confidential and only the researchers will have access to information on participants. Furthermore, the data obtained from the interviews will 'de-identified', that is, rendered anonymous, so that no-one will be aware of the source of the material.

Can I withdraw from the study?

Participation is entirely voluntary: you are not obliged to be involved and - if you do participate - you can withdraw at any time without giving any reason and without any consequences.

Can I tell other people about the study?

Yes, you are welcome to tell other people about the study and provide them with my contact details. In fact, it would be appreciated if other individuals and organizations are made aware of this study so that they may consider being a part of it. They can contact me to discuss their participation in the research project and obtain an information sheet.

What if I require further information?

When you have read this information, I will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact me, Hoang Le Nguyen, at the University of Western Sydney at 17320131@uws.edu.au, or my telephone number in Vietnam +84936337799. The University's Human Research Ethics Committee's contact details are also shown below and you are welcome to contact them.

What if I have a complaint?

This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval number is ….. If you have any complaints or reservations about the ethical conduct of this research, you may contact my principal supervisor, Ass. Prof. Terry Sloan, at the School of Business, University of Western Sydney, t.sloan@uws.edu.au or 0424 508 528. Alternatively you can contact the Ethics Committee through the Office of Research Services on 61 2 4736 0083 or email

humanethics@uws.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

If you agree to participate in this study, I will ask you to sign the Participant Consent Form.

Thank you for taking the time to consider participating in this study.

Hoang Le Nguyen

School of Business

University of Western Sydney

Appendix 3: FOCUS GROUP INTERVIEW PROFORMA

Question 1: What do you think about the role of tour guide in a package tour?

Question 2: Do you think the appearance of a tour guide is significant? How can you assess the appearance of a tour guide?

Question 3: How do you think about the foreign language level of tour guide? Do you have any good or bad experience about that?

Question 4: In some cases, there have been some complaints about the responsibility of tour guide in a package tour when serving customers. Do you think responsibility of tour guide is a one of the factors that leads to the satisfaction of tourists?

Question 5: Many tourists affirmed tour guide has to have a good knowledge of culture and history of destination. How do you think about this? Is there any other knowledge that tour guide should have?

Question 6: In order to make a joyful atmosphere for a tour, do you think tour guides need to have a sense of humor?

Question 7: How tour guide can handle complaints from tourists? Can you show me some examples in particular? Do you think the skill of solving problems in a tour of tour guide is significant?

Question 8: It is said that activities organization skill of tour guide is important. What is your opinion about that? What should tour guides do in order to organize the activities in a tour? Should they have a good relationship with other staff, for example, driver?

Question 9: Nowadays there are many complaints about the environment of tourism destinations in Vietnam. How do you think about this? Should tour guide need to have knowledge to keep the environment clean? Did they keep reminding tourists of environmental protection issues and safety issues?

Question 10: Vietnam has a lot of tasty and traditional foods. Do you think that tour guide has an important role to introduce them to foreign tourists in a tour? Are there any others products that tour guide can introduce to tourists?

Question 11: What are other significant attributes of tour guide performance that lead to the success of a package tour? What skill/knowledge should tour guide need to equip?

Appendix 4: QUESTIONNAIRE

QUESTIONNAIRE FOR TOURIST SATISFACTION ON TOUR GUIDE PERFORMANCE IN VIETNAM

Dear Sir/Madame,

We are conducting an academic survey regarding **your satisfaction with the performance of your tour guide** in Vietnam. Please indicate your level of agreement with each of the following statements. Your comments are not only highly important to this academic research, but will also help us to improve the performance of tour guides in the future. The data collected in this survey will be treated with confidentiality, and no individual responses will be identified.

Thank you very much for your assistance.

Hoang Le Nguyen – DBA student

School of Business – University of Western Sydney

Phone: (+84) 936.337799 Email: nhle237@gmail.com

Please **circle the number** *that indicates your level of agreement with each of the following statements,* where **(1) is Strongly disagree; (2) is Disagree; (3) is Neutral; (4) is Agree; (5) is Strongly agree***. The higher number you choose, the higher level of your agreement with the statement.*

SECTION 1: INTRAPERSONAL SERVABILITY

IN THIS TOUR I FOUND …	ASSESSMENT				
1. Tour guides were friendly	1	2	3	4	5
2. Tour guides' clothes and appearance were neat and appropriate	1	2	3	4	5
3. Tour guides were polite	1	2	3	4	5
4. Tour guides were honest and reliable	1	2	3	4	5
5. Tour guides had good personality	1	2	3	4	5
6. Tour guides had good health	1	2	3	4	5
7. Tour guides showed passion of their work	1	2	3	4	5

8. Tour guides showed a sense of responsibility	1	2	3	4	5
9. Tour guides were fluent in the language of the tour group	1	2	3	4	5
10. Tour guides were good at communication	1	2	3	4	5

Other comments:

……..…….…….…….…….....

……..…….…….…….…….…….…….…….……

SECTION 2: INTERPERSONAL SERVABILITY AND ORGANIZATIONAL SKILLS

IN THIS TOUR I FOUND …	**ASSESSMENT**				
1. Tour guides took good care of customers' needs	1	2	3	4	5
2. Tour guides were able to meet psychological needs of customers	1	2	3	4	5
3. Tour guides were willing to help customers	1	2	3	4	5
4. Tour guides had a knowledge of the destination's culture and history	1	2	3	4	5
5. Tour guides had knowledge of local people's lifestyle	1	2	3	4	5
6. Tour guides understood the culture of customers they were serving	1	2	3	4	5
7. Tour guides performed well in commentary	1	2	3	4	5
8. Tour guides had a good sense of humor	1	2	3	4	5
9. Tour guides were able to generate rapport among tour's members	1	2	3	4	5
1**0.** Tour guides were able to handle customers' complaints	1	2	3	4	5
11. Tour guides were flexible in solving any problems and conflicts in the tour	1	2	3	4	5
12. Tour guides were able to cope with unexpected and urgent incidents	1	2	3	4	5
13. Tour guides were able to reconcile historical arguments among customers	1	2	3	4	5
14. Tour guides showed sound judgment in historical arguments with customers	1	2	3	4	5
15. Tour guides followed the itinerary and schedule	1	2	3	4	5
16. Tour guides were good at time management	1	2	3	4	5
17. Tour guides were able to organize activities in a tour	1	2	3	4	5
18. Tour guides were able to cooperate with other staff (e.g., driver)	1	2	3	4	5
19. Tour guides had knowledge to keep environment clean during a tour	1	2	3	4	5

20. Tour guides kept reminding tourists of environmental protection issues	1	2	3	4	5
21. Tour guides kept reminding tourists of safety issues	1	2	3	4	5
22. Tour guides introduced restaurants with tasty foods to customers	1	2	3	4	5
23. Tour guides introduced Vietnamese traditional and original foods to customers	1	2	3	4	5
24. Tour guides introduced interesting entertainment places to tourists (e.g., casino)	1	2	3	4	5
25. Tour guides introduced Vietnamese traditional or special products to customers	1	2	3	4	5
26. Tour guides introduced reliable shops to customers	1	2	3	4	5

Other comments:

……

……

SECTION 3: TOURIST SATISFACTION

IN THIS TOUR …	**ASSESSMENT**				
1. I was satisfied with guiding service	1	2	3	4	5
2. I was satisfied with tour services	1	2	3	4	5
3. I was satisfied with the overall tour experience	1	2	3	4	5

Other comments:

……

……

SECTION 4: DESTIONATION LOYALTY OF TOURIST

STATEMENT OF TOURIST	**ASSESSMENT**				
1. I am willing to revisit Vietnam for tourism in the future	1	2	3	4	5
2. If I have a chance to come to Vietnam in a business trip, I will stay longer to travel	1	2	3	4	5
3. I am willing to recommend others to travel to Vietnam	1	2	3	4	5

Other comments:

……

……

SECTION 5: RESPONDENT PROFILE OF TOURIST

1. Which country are you from? …… (please specify)

2. What is your gender? Male ○ Female ○

3. What is your marital status?

Never married ○ Married ○ Divorced ○ Separated ○ Widowed ○

4. What is your age?

≤18 ○ 19-29 ○ 30-39 ○ 40-49 ○ 50-59 ○ ≥60 ○

5. What is your highest level of education?

Never attended school ○ Some Primary school ○ Completed Primary School ○

Some High School ○ Completed High School ○ Some College/University ○

Completed College/University ○ Postgraduate (MA, MS, MD, PhD,...) ○

Other (please specify) ……

6. What is your occupation?

Business person ○ Civil servant ○ Teacher/Lecturer ○ Clerk/white-collar worker ○

Blue-collar worker ○ Retired ○ Unemployed ○ Other (please specify) .....

7. What is your annual household income (before tax) (US$)?

<20,000 ○ 20,000-30,999 ○ 40,000-59,999 ○ 60,000-79,999 ○

80,000-99,999 ○ ≥100,000 ○

8. How many times have you visited Vietnam?

First time ○ Two times ○ Three times ○ More than three times ○

9. Do you have any other purposes other than tourism on this visit to Vietnam?

No, only for travel ○ Visit relative(s) ○ Business trip ○ Study/Exchange student ○

MICE (Meetings, Incentives, Conferencing, Exhibitions) ○

Other (please specify) ……..

10. Who are you travelling with on this trip to Vietnam?

Alone ○ Family ○ Partner(s) ○ Friend(s) ○

Co-worker(s)/Colleague(s) ○ Other (please specify) ……..

11. How long do you intend to stay in Vietnam?

1-3 days ○ 4-7 days ○ 8-10 days ○ 11-14 days ○ More than 14 days ○

THANK YOU VERY MUCH FOR YOUR COOPERATION AND HAVE A GOOD TRIP!

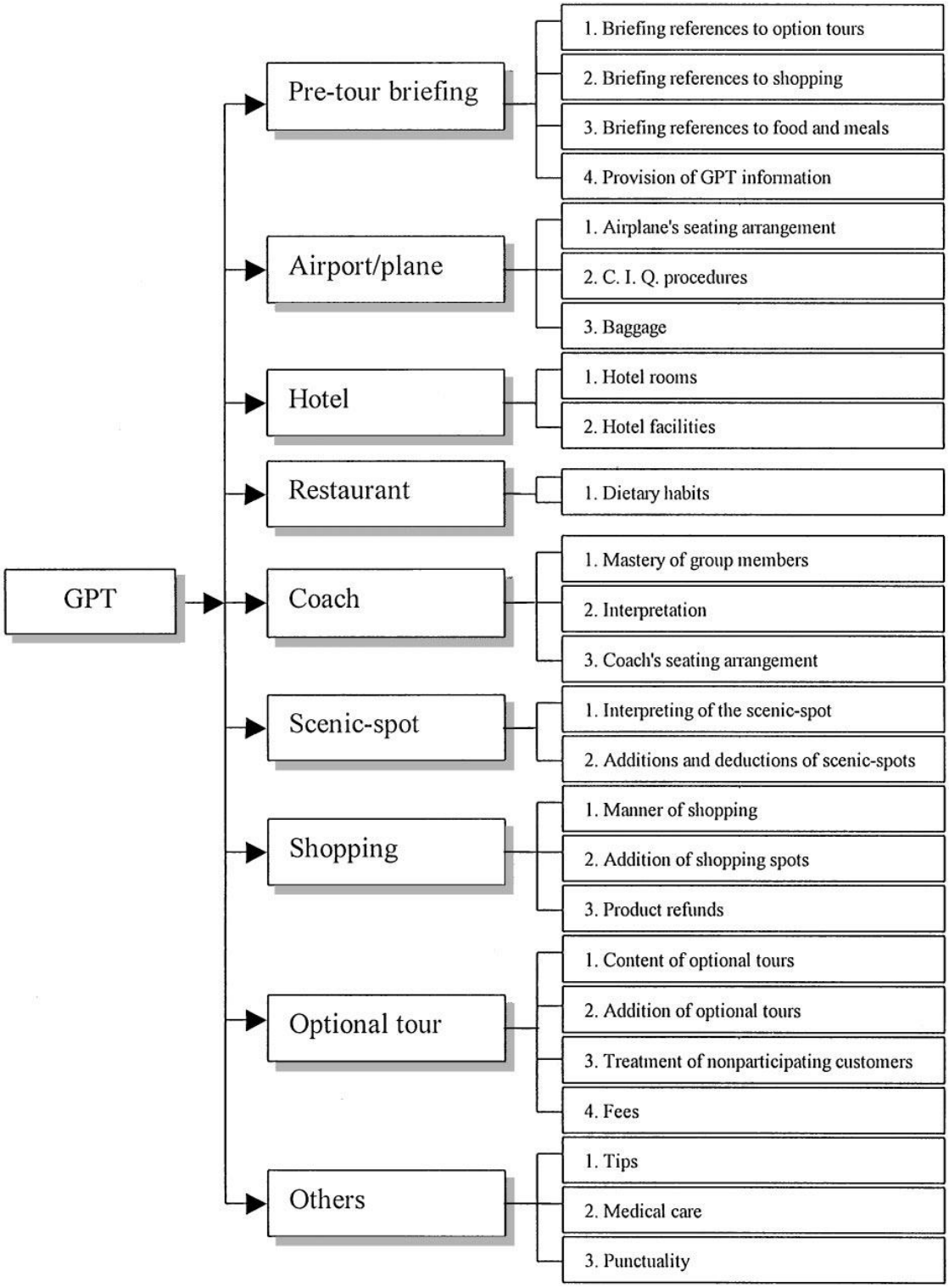
Appendix 5: RESEARCH DOCUMENTATION

Table A0.1: ASEAN countries' Travel & Tourism Competitiveness Index 2009

Country	Overall Rank	Policy rules and regulations	Environmental regulation	Safety and security	Health and hygiene	Prioritization of Travel & Tourist	Air transport infrastructure	Ground transport infrastructure	Tourism infrastructure	ICT infrastructure	Price competitiveness in the industry	Human resources	National tourism perception	Natural resources	Cultural resources
Cambodia	***108***	***122***	***107***	***88***	***126***	***18***	***106***	***107***	***125***	***122***	***21***	***108***	***15***	***58***	***77***
	3.43	**3.33**	**4.00**	**4.68**	**1.56**	**5.44**	**2.39**	**2.67**	**1.27**	**1.60**	**5.30**	**4.37**	**5.52**	**3.45**	**2.00**
Indonesia	***81***	***72***	***73***	***113***	***87***	***59***	***60***	***89***	***88***	***102***	***3***	***42***	***78***	***28***	***37***
	3.79	**3.27**	**3.40**	**3.91**	**2.58**	**5.70**	**3.22**	**2.97**	**2.10**	**2.06**	**5.86**	**5.26**	**4.63**	**4.43**	**3.12**
Malaysia	***32***	***9***	***54***	***59***	***69***	***23***	***35***	***28***	***77***	***46***	***4***	***30***	***21***	***21***	***32***
	4.71	**5.38**	**4.69**	**5.29**	**4.47**	**5.31**	**4.19**	**4.80**	**2.74**	**3.63**	**5.85**	**5.50**	**5.43**	**4.62**	**3.89**
Philippines	***86***	***123***	***130***	***119***	***110***	***10***	***73***	***90***	***96***	***92***	***16***	***69***	***53***	***65***	***63***
	3.73	**4.34**	**4.38**	**4.12**	**4.02**	**4.51**	**2.87**	**2.95**	**1.94**	**2.20**	**5.37**	**5.05**	**4.87**	**3.14**	**2.38**
Singapore	***10***	***1***	***42***	***10***	***53***	***2***	***15***	***4***	***37***	***17***	***27***	***1***	***10***	***94***	***29***
	5.24	**6.24**	**4.85**	**6.33**	**5.19**	**6.26**	**5.03**	**6.50**	**4.37**	**5.11**	**5.23**	**6.29**	**5.66**	**2.72**	**4.07**
Thailand	***39***	***62***	***99***	***118***	***71***	***22***	***25***	***56***	***39***	***71***	***19***	***57***	***22***	***24***	***33***
	4.45	**4.48**	**4.13**	**3.94**	**4.42**	**5.34**	**4.54**	**3.82**	**4.27**	**2.74**	**5.35**	**5.16**	**5.41**	**4.54**	**3.84**
Vietnam	***89***	***96***	***100***	***100***	***95***	***61***	***84***	***80***	***109***	***79***	***11***	***82***	***81***	***52***	***68***
	3.70	**3.92**	**4.13**	**4.53**	**3.77**	**4.42**	**2.69**	**3.19**	**1.65**	**2.59**	**5.49**	**4.91**	**4.61**	**3.60**	**2.19**

Source: World Economic Forum, the Travel & Tourism Competitiveness Report, 2009

Table A0.2: The hierarchical framework of critical service features in group package tour (GPT)



Source: Wang *et al.* (2000)

Table A1.1: Nationality of tourists and their satisfaction on guiding service

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	7.44719625	7	1.06388518	2.50	0.0157
Within groups	183.550531	432	.424885488		
Total	190.997727	439	.43507455		

Bartlett's test for equal variances: chi2(7) = 29.1482 Prob>chi2 = 0.000

Table A1.2: Nationality of tourists and their satisfaction on tour services

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	6.51861039	7	.931230056	1.59	0.1360
Within groups	252.223986	431	.585206465		
Total	258.742597	438	.590736522		

Bartlett's test for equal variances: chi2(7) = 14.0728 Prob>chi2 = 0.050

Table A1.3: Nationality of tourists and their satisfaction on overall tour experience

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	10.4236248	7	1.48908926	2.35	0.0233
Within groups	273.653824	431	.634927666		
Total	284.077449	438	.64857865		

Bartlett's test for equal variances: chi2(7) = 6.1894 Prob>chi2 = 0.518

Table A1.4: t-test for nationalities of tourists and their satisfaction on guiding service

```
. ttest  guidesatisfaction if country==1 | country==6, by(country)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |     225    4.426667    .0390969    .5864542    4.349622    4.503712
       6 |      61    4.672131    .0690344    .5391757    4.534042     4.81022
---------+--------------------------------------------------------------------
combined |     286    4.479021    .0345634      .58452    4.410989    4.547053
---------+--------------------------------------------------------------------
    diff |           -.2454645    .0832614               -.4093522   -.0815768
------------------------------------------------------------------------------
    diff = mean(1) - mean(6)                                      t =  -2.9481
Ho: diff = 0                                     degrees of freedom =      284
```

```
    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0017         Pr(|T| > |t|) = 0.0035          Pr(T > t) = 0.9983
```

```
. ttest  guidesatisfaction if country==2 | country==6, by(country)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |      35    4.228571    .1644227    .9727376    3.894424    4.562718
       6 |      61    4.672131    .0690344    .5391757    4.534042     4.81022
---------+--------------------------------------------------------------------
combined |      96    4.510417     .076941    .7538643     4.35767    4.663164
---------+--------------------------------------------------------------------
    diff |           -.4435597    .1540548               -.749439   -.1376804
------------------------------------------------------------------------------
    diff = mean(2) - mean(6)                                      t =  -2.8792
Ho: diff = 0                                     degrees of freedom =       94

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0025         Pr(|T| > |t|) = 0.0049          Pr(T > t) = 0.9975
```

```
. ttest  guidesatisfaction if country==3 | country==6, by(country)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |      22    4.227273     .130464    .6119304    3.955958    4.498587
       6 |      61    4.672131    .0690344    .5391757    4.534042     4.81022
---------+--------------------------------------------------------------------
combined |      83    4.554217    .0647176    .5896053    4.425473    4.682961
---------+--------------------------------------------------------------------
    diff |           -.4448584    .1390062               -.7214372   -.1682796
------------------------------------------------------------------------------
    diff = mean(3) - mean(6)                                      t =  -3.2003
Ho: diff = 0                                     degrees of freedom =       81

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0010         Pr(|T| > |t|) = 0.0020          Pr(T > t) = 0.9990
```

Table A1.5: t-test for nationalities of tourists and their satisfaction on overall tour experience

```
. ttest  overallsatisfaction if country==1 | country==5, by(country)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |     225    4.062222    .0517796    .7766943    3.960185     4.16426
       5 |      50        4.34    .1198979    .8478063    4.099056    4.580944
---------+--------------------------------------------------------------------
combined |     275    4.112727     .047986    .7957585    4.018259    4.207195
---------+--------------------------------------------------------------------
    diff |           -.2777778    .1235033               -.5209176   -.0346379
------------------------------------------------------------------------------
    diff = mean(1) - mean(5)                                      t =  -2.2492
Ho: diff = 0                                     degrees of freedom =      273

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0126         Pr(|T| > |t|) = 0.0253          Pr(T > t) = 0.9874
```

```
. ttest  overallsatisfaction if country==2 | country==8, by(country)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |      35    3.971429     .161327    .9544236    3.643573    4.299285
       8 |      24    4.458333    .1471858      .72106    4.153856     4.76281
---------+--------------------------------------------------------------------
combined |      59    4.169492    .1163253    .8935119    3.936641    4.402342
---------+--------------------------------------------------------------------
    diff |           -.4869048    .2300002               -.9474722   -.0263373
------------------------------------------------------------------------------
    diff = mean(2) - mean(8)                                      t =  -2.1170
Ho: diff = 0                                     degrees of freedom =       57

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0193         Pr(|T| > |t|) = 0.0386          Pr(T > t) = 0.9807
```

Table A2.1: Gender of tourists and their satisfaction on guiding service

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	1.22072495	1	1.22072495	2.82	0.0938
Within groups	190.076327	439	.432975688		
Total	191.297052	440	.434766028		

Bartlett's test for equal variances: chi2(1) = 0.0126 Prob>chi2 = 0.910

Table A2.2: Gender of tourists and their satisfaction on tour services

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	2.00428482	1	2.00428482	3.41	0.0654
Within groups	257.268442	438	.587370873		
Total	259.272727	439	.590598468		

Bartlett's test for equal variances: chi2(1) = 0.0002 Prob>chi2 = 0.989

Table A2.3: Gender of tourists and their satisfaction on overall tour experience

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	3.16869234	1	3.16869234	4.93	0.0269
Within groups	281.629035	438	.642988664		
Total	284.797727	439	.648741976		

Bartlett's test for equal variances: chi2(1) = 0.7149 Prob>chi2 = 0.398

Table A2.4: t-test for gender of tourists and their satisfaction on overall tour experience

```
. ttest  overallsatisfaction, by(gender)

Two-sample t test with equal variances
```

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
1	234	4.07265	.0509916	.7800213	3.972186	4.173113
2	206	4.242718	.0575496	.8259926	4.129253	4.356184
combined	440	4.152273	.0383981	.8054452	4.076806	4.22774
diff	-.1700689	.0766102			-.3206381	-.0194996

diff = mean(1) - mean(2) t = -2.2199

```
Ho: diff = 0                                     degrees of freedom =      438

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0

 Pr(T < t) = 0.0135         Pr(|T| > |t|) = 0.0269          Pr(T > t) = 0.9865
```

Table A3.1: **Marital status of tourists and their satisfaction on guiding service**

```
                        Analysis of Variance

    Source              SS         df      MS            F     Prob > F

------------------------------------------------------------------------

Between groups      3.06111879      4    .765279698      1.78     0.1313

 Within groups       185.02145    431    .429284107

------------------------------------------------------------------------

    Total           188.082569    435    .432373721

Bartlett's test for equal variances:  chi2(4) =  12.5450  Prob>chi2 =
0.014
```

Table A3.2: **Marital status of tourists and their satisfaction on tour services**

```
                        Analysis of Variance

    Source              SS         df      MS            F     Prob > F

------------------------------------------------------------------------

Between groups      8.89391588      4   2.22347897      3.86     0.0043

 Within groups      247.552061    430    .575702468

------------------------------------------------------------------------

    Total           256.445977    434    .590889348

Bartlett's test for equal variances:  chi2(4) =   2.1319  Prob>chi2 =
0.712
```

Table A3.3: **Marital status of tourists and their satisfaction on overall tour experience**

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	15.9526043	4	3.98815108	6.45	0.0000
Within groups	266.033603	430	.618682797		
Total	281.986207	434	.649737804		

Bartlett's test for equal variances: chi2(4) = 1.8376 Prob>chi2 = 0.766

Table A3.4: t-test for marital status of tourists and their satisfaction on tour services

. ttest toursatisfaction if maritalstatus==1 | maritalstatus==3, by(maritalstatus)

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
1	177	4.316384	.0578579	.7697494	4.2022	4.430569
3	82	3.987805	.0822996	.745255	3.824054	4.151555
combined	259	4.212355	.0482119	.7758977	4.117416	4.307294
diff		.3285793	.1018067		.1280977	.5290609

```
    diff = mean(1) - mean(3)                                      t =   3.2275
Ho: diff = 0                                     degrees of freedom =      257

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9993         Pr(|T| > |t|) = 0.0014          Pr(T > t) = 0.0007
```

```
. ttest toursatisfaction if maritalstatus==2 | maritalstatus==3,
by(maritalstatus)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |     163    4.349693    .0600019    .7660524    4.231207     4.46818
       3 |      82    3.987805    .0822996     .745255    3.824054    4.151555
---------+--------------------------------------------------------------------
combined |     245    4.228571    .0496222    .7767102    4.130829    4.326314
---------+--------------------------------------------------------------------
    diff |            .3618884    .1027848                .1594255    .5643513
------------------------------------------------------------------------------
    diff = mean(2) - mean(3)                                      t =   3.5208
Ho: diff = 0                                     degrees of freedom =      243

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9997         Pr(|T| > |t|) = 0.0005          Pr(T > t) = 0.0003
```

```
. ttest toursatisfaction if maritalstatus==3 | maritalstatus==5,
by(maritalstatus)\

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |      82    3.987805    .0822996     .745255    3.824054    4.151555
       5 |       7    4.571429    .2020305    .5345225    4.077078    5.065779
---------+--------------------------------------------------------------------
combined |      89    4.033708    .0790156    .7454321    3.876681    4.190735
---------+--------------------------------------------------------------------
    diff |           -.5836237    .2885012               -1.157051   -.0101964
------------------------------------------------------------------------------
    diff = mean(3) - mean(5)                                      t =  -2.0230
Ho: diff = 0                                     degrees of freedom =       87

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0231         Pr(|T| > |t|) = 0.0461          Pr(T > t) = 0.9769
```

Table A3.5: t-test for marital status of tourists and their satisfaction on the overall tour experience

```
. ttest overallsatisfaction if maritalstatus==1 | maritalstatus==3,
by(maritalstatus)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |     176    4.238636    .0618905    .8210699    4.116489    4.360784
       3 |      82    3.756098    .0805749    .7296367    3.595779    3.916416
---------+--------------------------------------------------------------------
combined |     258    4.085271    .0512452    .8231193    3.984357    4.186185
---------+--------------------------------------------------------------------
    diff |            .4825388    .1060653                .2736672    .6914104
------------------------------------------------------------------------------
    diff = mean(1) - mean(3)                                      t =   4.5495
Ho: diff = 0                                     degrees of freedom =      256

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 1.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 0.0000
```

```
. ttest       overallsatisfaction if    maritalstatus==2  |  maritalstatus==3,
by(maritalstatus)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |     164    4.256098    .0603136    .7723913    4.137001    4.375194
       3 |      82    3.756098    .0805749    .7296367    3.595779    3.916416
---------+--------------------------------------------------------------------
combined |     246    4.089431     .050554    .7929087    3.989855    4.189007
---------+--------------------------------------------------------------------
    diff |                 .5    .1025828                .2979392    .7020608
------------------------------------------------------------------------------
    diff = mean(2) - mean(3)                                      t =   4.8741
Ho: diff = 0                                     degrees of freedom =      244

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 1.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 0.0000
```

Table A4.1: **Age of tourists and their satisfaction on guiding service**

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	4.66019429	5	.932038857	2.17	0.0564
Within groups	186.337533	434	.429349154		
Total	190.997727	439	.43507455		

Bartlett's test for equal variances: chi2(5) = 5.6540 Prob>chi2 = 0.341

Table A4.2: **Age of tourists and their satisfaction on tour services**

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	13.2127917	5	2.64255834	4.66	0.0004
Within groups	245.529805	433	.56704343		
Total	258.742597	438	.590736522		

Bartlett's test for equal variances: chi2(5) = 1.4463 Prob>chi2 = 0.919

Table A4.3: **Age of tourists and their satisfaction on overall tour experience**

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	17.1253194	5	3.42506388	5.56	0.0001
Within groups	266.952129	433	.61651762		
Total	284.077449	438	.64857865		

Bartlett's test for equal variances: chi2(5) = 1.0863 Prob>chi2 = 0.955

Table A4.4: t-test for age of tourists and their satisfaction on tour services

```
. ttest toursatisfaction if  age==2 | age==3, by(age)

Two-sample t test with equal variances
```

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
2	116	4.37931	.0666787	.7181519	4.247233	4.511388
3	145	4.034483	.0652242	.7854032	3.905562	4.163403
combined	261	4.187739	.0479157	.7741019	4.093387	4.282092
diff		.3448276	.0942086		.1593153	.5303399

```
    diff = mean(2) - mean(3)                                      t =   3.6603
Ho: diff = 0                                     degrees of freedom =      259

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9998         Pr(|T| > |t|) = 0.0003          Pr(T > t) = 0.0002
```

```
. ttest toursatisfaction if  age==3 | age==4, by(age)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     145    4.034483    .0652242    .7854032    3.905562    4.163403
       4 |      80      4.3125     .080728    .7220532    4.151815    4.473185
---------+--------------------------------------------------------------------
combined |     225    4.133333    .0515629    .7734431    4.031723    4.234944
---------+--------------------------------------------------------------------
    diff |           -.2780172    .1063425               -.487582   -.0684525
------------------------------------------------------------------------------
    diff = mean(3) - mean(4)                                      t =  -2.6144
Ho: diff = 0                                     degrees of freedom =      223

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0048         Pr(|T| > |t|) = 0.0095          Pr(T > t) = 0.9952
. ttest toursatisfaction if  age==3 | age==5, by(age)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     145    4.034483    .0652242    .7854032    3.905562    4.163403
       5 |      51     4.45098    .1095936    .7826551    4.230855    4.671106
---------+--------------------------------------------------------------------
combined |     196    4.142857    .0574169     .803837    4.029619    4.256095
---------+--------------------------------------------------------------------
    diff |           -.4164976    .1277498              -.6684545   -.1645408
------------------------------------------------------------------------------
```

```
    diff = mean(3) - mean(5)                                      t =  -3.2603
Ho: diff = 0                                     degrees of freedom =      194

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0007         Pr(|T| > |t|) = 0.0013          Pr(T > t) = 0.9993
. ttest toursatisfaction if  age==3 | age==6, by(age)
Two-sample t test with equal variances
------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     145    4.034483    .0652242    .7854032    3.905562    4.163403
       6 |      34         4.5    .1284072    .7487363    4.238754    4.761246
---------+--------------------------------------------------------------------
combined |     179    4.122905    .0596308    .7978063    4.005231    4.240579
---------+--------------------------------------------------------------------
    diff |           -.4655172    .1483789               -.7583366   -.1726979
------------------------------------------------------------------------------
    diff = mean(3) - mean(6)                                      t =  -3.1374
Ho: diff = 0                                     degrees of freedom =      177

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0010         Pr(|T| > |t|) = 0.0020          Pr(T > t) = 0.9990
```

Table A4.5: t-test for age of tourists and their satisfaction on the overall tour experience

```
. ttest  overallsatisfaction if  age==2 | age==3, by(age)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |     116    4.258621     .071523    .7703267    4.116947    4.400294
       3 |     145    3.910345    .0641159    .7720575    3.783615    4.037075
---------+--------------------------------------------------------------------
combined |     261    4.065134    .0488435    .7890908    3.968955    4.161313
---------+--------------------------------------------------------------------
    diff |            .3482759    .0960782                .1590821    .5374697
------------------------------------------------------------------------------
    diff = mean(2) - mean(3)                                      t =   3.6249
Ho: diff = 0                                     degrees of freedom =      259

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9998         Pr(|T| > |t|) = 0.0003          Pr(T > t) = 0.0002
```

```
. ttest  overallsatisfaction if  age==3 | age==5, by(age)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     145    3.910345    .0641159    .7720575    3.783615    4.037075
       5 |      52    4.442308    .1112573    .8022875    4.218949    4.665666
---------+--------------------------------------------------------------------
combined |     197    4.050761     .057911    .8128194    3.936553     4.16497
---------+--------------------------------------------------------------------
    diff |           -.5319629    .1260912               -.7806405   -.2832852
------------------------------------------------------------------------------
    diff = mean(3) - mean(5)                                      t =  -4.2189
Ho: diff = 0                                     degrees of freedom =      195

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000
```

```
. ttest  overallsatisfaction if  age==3 | age==6, by(age)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     145    3.910345    .0641159    .7720575    3.783615    4.037075
       6 |      34    4.441176    .1279983    .7463518    4.180762    4.701591
---------+--------------------------------------------------------------------
combined |     179    4.011173    .0592829    .7931506    3.894186    4.128161
---------+--------------------------------------------------------------------
    diff |           -.5308316    .1462128               -.8193763    -.242287
------------------------------------------------------------------------------
    diff = mean(3) - mean(6)                                      t =  -3.6305
Ho: diff = 0                                     degrees of freedom =      177

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0002         Pr(|T| > |t|) = 0.0004          Pr(T > t) = 0.9998
```

```
. ttest  overallsatisfaction if  age==4 | age==5, by(age)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       4 |      79    4.113924    .0918407    .8162978    3.931083    4.296765
       5 |      52    4.442308    .1112573    .8022875    4.218949    4.665666
---------+--------------------------------------------------------------------
combined |     131    4.244275    .0719591    .8236093    4.101912    4.386637
---------+--------------------------------------------------------------------
    diff |           -.3283836    .1447863                -.614847   -.0419203
------------------------------------------------------------------------------
    diff = mean(4) - mean(5)                                      t =  -2.2681
Ho: diff = 0                                     degrees of freedom =      129

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0125         Pr(|T| > |t|) = 0.0250          Pr(T > t) = 0.9875
```

```
. ttest  overallsatisfaction if  age==4 | age==6, by(age)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       4 |      79    4.113924    .0918407    .8162978    3.931083    4.296765
       6 |      34    4.441176    .1279983    .7463518    4.180762    4.701591
---------+--------------------------------------------------------------------
combined |     113    4.212389    .0758968     .806794     4.06201    4.362769
---------+--------------------------------------------------------------------
    diff |           -.3272524    .1632971               -.6508365   -.0036683
------------------------------------------------------------------------------
    diff = mean(4) - mean(6)                                      t =  -2.0040
Ho: diff = 0                                     degrees of freedom =      111

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0238         Pr(|T| > |t|) = 0.0475          Pr(T > t) = 0.9762
```

Table A5.1: Education level of tourists and their satisfaction on guiding service

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	1.29729756	5	.259459512	0.59	0.7052
Within groups	189.399741	433	.437412797		
Total	190.697039	438	.435381367		

Bartlett's test for equal variances: chi2(5) = 5.4663 Prob>chi2 = 0.362

Table A5.2: Education level of tourists and their satisfaction on tour services

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	15.3776651	5	3.07553301	5.47	0.0001
Within groups	242.832381	432	.562111992		
Total	258.210046	437	.59086967		

Bartlett's test for equal variances: chi2(5) = 8.0807 Prob>chi2 = 0.152

Table A5.3: Education level of tourists and their satisfaction on overall tour experience

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	44.258871	5	8.8517742	15.99	0.0000
Within groups	239.09501	432	.553460672		
Total	283.353881	437	.648407051		

Bartlett's test for equal variances: chi2(5) = 14.7081 Prob>chi2 = 0.012

Table A5.4: t-test for education level of tourists and their satisfaction on the tour services

```
. ttest   toursatisfaction if  education==5 | education==7, by(education)
```

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
5	79	4.037975	.096082	.8539957	3.84669	4.229259
7	113	4.451327	.0628434	.6680348	4.326811	4.575844
combined	192	4.28125	.0559535	.7753145	4.170884	4.391616
diff		-.4133528	.1099881		-.6303074	-.1963981

```
    diff = mean(5) - mean(7)                                      t =  -3.7582
Ho: diff = 0                                     degrees of freedom =      190

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0001         Pr(|T| > |t|) = 0.0002          Pr(T > t) = 0.9999
```

```
. ttest   toursatisfaction if  education==5 | education==8, by(education)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       5 |      79    4.037975     .096082    .8539957     3.84669    4.229259
       8 |      69    4.478261    .0815679    .6775539    4.315495    4.641027
---------+--------------------------------------------------------------------
combined |     148    4.243243    .0661649    .8049306    4.112486       4.374
---------+--------------------------------------------------------------------
    diff |           -.4402862    .1280008               -.6932601   -.1873123
------------------------------------------------------------------------------
    diff = mean(5) - mean(8)                                      t =  -3.4397
Ho: diff = 0                                     degrees of freedom =      146

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0004         Pr(|T| > |t|) = 0.0008          Pr(T > t) = 0.9996
```

```
. ttest   toursatisfaction if  education==6 | education==7, by(education)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       6 |     164    4.140244    .0610933    .7823764    4.019608     4.26088
       7 |     113    4.451327    .0628434    .6680348    4.326811    4.575844
---------+--------------------------------------------------------------------
combined |     277    4.267148    .0452053    .7523659    4.178157    4.356139
---------+--------------------------------------------------------------------
    diff |           -.3110835    .0902206               -.4886942   -.1334728
------------------------------------------------------------------------------
    diff = mean(6) - mean(7)                                      t =  -3.4480
Ho: diff = 0                                     degrees of freedom =      275

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0003         Pr(|T| > |t|) = 0.0007          Pr(T > t) = 0.9997
```

```
. ttest   toursatisfaction if  education==6 | education==8, by(education)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       6 |     164    4.140244    .0610933    .7823764    4.019608     4.26088
       8 |      69    4.478261    .0815679    .6775539    4.315495    4.641027
---------+--------------------------------------------------------------------
combined |     233    4.240343    .0502585    .7671622    4.141322    4.339365
---------+--------------------------------------------------------------------
    diff |            -.338017    .1080557               -.5509176   -.1251163
------------------------------------------------------------------------------
    diff = mean(6) - mean(8)                                      t =  -3.1282
Ho: diff = 0                                     degrees of freedom =      231

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0010         Pr(|T| > |t|) = 0.0020          Pr(T > t) = 0.9990
```

Table A5.5: t-test for education level of tourists and their satisfaction on overall tour experience

```
. ttest    overallsatisfaction if  education==4 | education==5, by(education)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       4 |       9    4.444444    .2421611    .7264832     3.88602    5.002869
       5 |      79    3.810127    .0883987    .7857048    3.634138    3.986115
---------+--------------------------------------------------------------------
combined |      88       3.875    .0852382    .7996048     3.70558     4.04442
---------+--------------------------------------------------------------------
    diff |            .6343179    .2745464                .0885378    1.180098
------------------------------------------------------------------------------
    diff = mean(4) - mean(5)                                      t =   2.3104
Ho: diff = 0                                     degrees of freedom =       86

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9884         Pr(|T| > |t|) = 0.0233          Pr(T > t) = 0.0116
```

```
. ttest    overallsatisfaction if  education==5 | education==7, by(education)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       5 |      79    3.810127    .0883987    .7857048    3.634138    3.986115
       7 |     114    4.491228     .060075    .6414256    4.372209    4.610248
---------+--------------------------------------------------------------------
combined |     193    4.212435    .0560199    .7782531    4.101942    4.322929
---------+--------------------------------------------------------------------
    diff |           -.6811015    .1030482               -.8843602   -.4778428
------------------------------------------------------------------------------
    diff = mean(5) - mean(7)                                      t =  -6.6095
Ho: diff = 0                                     degrees of freedom =      191

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000
```

```
. ttest    overallsatisfaction if  education==5 | education==8, by(education)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       5 |      79    3.810127    .0883987    .7857048    3.634138    3.986115
       8 |      69    4.521739    .0733113    .6089696    4.375449     4.66803
---------+--------------------------------------------------------------------
combined |     148    4.141892    .0650358    .7911942    4.013366    4.270418
---------+--------------------------------------------------------------------
    diff |           -.7116125    .1168082                -.942466   -.4807591
------------------------------------------------------------------------------
    diff = mean(5) - mean(8)                                      t =  -6.0921
Ho: diff = 0                                     degrees of freedom =      146

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000
```

```
. ttest    overallsatisfaction if  education==6 | education==7, by(education)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       6 |     163    3.889571    .0657089    .8389156    3.759814    4.019327
       7 |     114    4.491228     .060075    .6414256    4.372209    4.610248
---------+--------------------------------------------------------------------
combined |     277    4.137184    .0491633    .8182409    4.040401    4.233967
---------+--------------------------------------------------------------------
    diff |           -.6016575    .0932759               -.7852831   -.4180319
------------------------------------------------------------------------------
    diff = mean(6) - mean(7)                                      t =  -6.4503
Ho: diff = 0                                     degrees of freedom =      275

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000
```

```
. ttest    overallsatisfaction if  education==6 | education==8, by(education)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       6 |     163    3.889571    .0657089    .8389156    3.759814    4.019327
       8 |      69    4.521739    .0733113    .6089696    4.375449     4.66803
---------+--------------------------------------------------------------------
combined |     232    4.077586    .0544009    .8286103    3.970401    4.184772
---------+--------------------------------------------------------------------
    diff |           -.6321686    .1117449               -.8523431   -.4119941
------------------------------------------------------------------------------
    diff = mean(6) - mean(8)                                      t =  -5.6572
Ho: diff = 0                                     degrees of freedom =      230

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000
```

Table A6.1: Occupation of tourists and their satisfaction on guiding service

```
                        Analysis of Variance
    Source              SS         df      MS            F     Prob > F
------------------------------------------------------------------------
Between groups      2.28177551      7    .32596793      0.74     0.6354
 Within groups      187.706757    428    .438567188
------------------------------------------------------------------------
    Total           189.988532    435    .436755246
```

Bartlett's test for equal variances: chi2(7) = 23.8665 Prob>chi2 = 0.001

Table A6.2: Occupation of tourists and their satisfaction on tour services

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	6.74932712	7	.964189588	1.64	0.1219
Within groups	250.781707	427	.58731079		
Total	257.531034	434	.59338948		

Bartlett's test for equal variances: chi2(7) = 10.6242 Prob>chi2 = 0.156

Table A6.3: Occupation of tourists and their satisfaction on overall tour experience

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	31.0499022	7	4.43570031	7.53	0.0000
Within groups	251.534006	427	.589072613		
Total	282.583908	434	.651114995		

Bartlett's test for equal variances: chi2(7) = 13.3521 Prob>chi2 = 0.064

Table A6.4: t-test for occupation of tourists and their satisfaction on overall tour experience

```
. ttest overallsatisfaction if occupation==1 | occupation==7,
by(occupation)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |     132    4.318182    .0639133    .7343084    4.191746    4.444618
       7 |     116    3.732759    .0685661    .7384797    3.596942    3.868575
---------+--------------------------------------------------------------------
combined |     248    4.044355    .0502235    .7909204    3.945434    4.143276
---------+--------------------------------------------------------------------
    diff |            .5854232    .0937005                .4008656    .7699808
------------------------------------------------------------------------------
    diff = mean(1) - mean(7)                                      t =   6.2478
Ho: diff = 0                                     degrees of freedom =      246

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 1.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 0.0000
```

```
. ttest overallsatisfaction if occupation==2 | occupation==7,
by(occupation)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |      16      4.3125    .2695482    1.078193    3.737972    4.887028
       7 |     116    3.732759    .0685661    .7384797    3.596942    3.868575
---------+--------------------------------------------------------------------
combined |     132     3.80303    .0700611    .8049408    3.664433    3.941628
---------+--------------------------------------------------------------------
    diff |            .5797414    .2094046                .1654594    .9940234
------------------------------------------------------------------------------
    diff = mean(2) - mean(7)                                      t =   2.7685
Ho: diff = 0                                     degrees of freedom =      130

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9968         Pr(|T| > |t|) = 0.0065          Pr(T > t) = 0.0032
```

```
. ttest overallsatisfaction if occupation==3 | occupation==4,
by(occupation)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |      71    4.126761    .1021491    .8607236    3.923031    4.330491
       4 |      18    4.555556    .1205169      .51131    4.301287    4.809824
---------+--------------------------------------------------------------------
combined |      89    4.213483    .0867527     .818423     4.04108    4.385886
---------+--------------------------------------------------------------------
    diff |           -.428795    .2122942               -.8507526   -.0068374
------------------------------------------------------------------------------
    diff = mean(3) - mean(4)                                      t =  -2.0198
Ho: diff = 0                                     degrees of freedom =       87

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0232         Pr(|T| > |t|) = 0.0465          Pr(T > t) = 0.9768
```

```
. ttest overallsatisfaction if occupation==3 | occupation==7,
by(occupation)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |      71    4.126761    .1021491    .8607236    3.923031    4.330491
       7 |     116    3.732759    .0685661    .7384797    3.596942    3.868575
---------+--------------------------------------------------------------------
combined |     187    3.882353    .0590817    .8079303    3.765797    3.998909
---------+--------------------------------------------------------------------
    diff |            .3940019    .1185826                .1600538    .6279501
------------------------------------------------------------------------------
    diff = mean(3) - mean(7)                                      t =   3.3226
Ho: diff = 0                                     degrees of freedom =      185

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9995         Pr(|T| > |t|) = 0.0011          Pr(T > t) = 0.0005
```

```
. ttest overallsatisfaction if occupation==4 | occupation==7,
by(occupation)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       4 |      18    4.555556    .1205169      .51131    4.301287    4.809824
       7 |     116    3.732759    .0685661    .7384797    3.596942    3.868575
---------+--------------------------------------------------------------------
combined |     134    3.843284    .0660324    .7643807    3.712674    3.973893
---------+--------------------------------------------------------------------
    diff |            .8227969    .1806989                .4653567    1.180237
------------------------------------------------------------------------------
    diff = mean(4) - mean(7)                                      t =   4.5534
Ho: diff = 0                                     degrees of freedom =      132

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 1.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 0.0000
```

```
. ttest overallsatisfaction if occupation==5 | occupation==7,
by(occupation)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       5 |      13    4.230769    .2570505    .9268087    3.670704    4.790834
       7 |     116    3.732759    .0685661    .7384797    3.596942    3.868575
---------+--------------------------------------------------------------------
combined |     129    3.782946    .0678087    .7701587    3.648775    3.917117
---------+--------------------------------------------------------------------
    diff |            .4980106    .2217802                .0591476    .9368736
------------------------------------------------------------------------------
    diff = mean(5) - mean(7)                                      t =   2.2455
Ho: diff = 0                                     degrees of freedom =      127

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9868         Pr(|T| > |t|) = 0.0265          Pr(T > t) = 0.0132
```

```
. ttest overallsatisfaction if occupation==6 | occupation==7,
by(occupation)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       6 |      24    4.333333    .1554175     .761387    4.011828    4.654839
       7 |     116    3.732759    .0685661    .7384797    3.596942    3.868575
---------+--------------------------------------------------------------------
combined |     140    3.835714    .0653952     .773767    3.706416    3.965012
---------+--------------------------------------------------------------------
    diff |            .6005747    .1664701                .2714128    .9297366
------------------------------------------------------------------------------
    diff = mean(6) - mean(7)                                      t =   3.6077
Ho: diff = 0                                     degrees of freedom =      138

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9998         Pr(|T| > |t|) = 0.0004          Pr(T > t) = 0.0002
```

```
. ttest overallsatisfaction if occupation==7 | occupation==8,
by(occupation)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       7 |     116    3.732759    .0685661    .7384797    3.596942    3.868575
       8 |      45         4.4    .1024941    .6875517    4.193437    4.606563
---------+--------------------------------------------------------------------
combined |     161    3.919255    .0616638    .7824254    3.797475    4.041035
---------+--------------------------------------------------------------------
    diff |           -.6672414    .1272807               -.9186204   -.4158624
------------------------------------------------------------------------------
    diff = mean(7) - mean(8)                                      t =  -5.2423
Ho: diff = 0                                     degrees of freedom =      159

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000
```

Table A7.1: Income of tourists and their satisfaction on guiding service

```
                         Analysis of Variance
    Source              SS         df      MS            F     Prob > F
------------------------------------------------------------------------
Between groups      .923029069       5   .184605814      0.41     0.8395
 Within groups      179.545108     402   .446629622
------------------------------------------------------------------------
    Total           180.468137     407   .443410657
```

Bartlett's test for equal variances: chi2(5) = 16.3604 Prob>chi2 = 0.006

Table A7.2: Income of tourists and their satisfaction on tour services

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	7.84942092	5	1.56988418	2.67	0.0216
Within groups	235.580555	401	.58748268		
Total	243.429975	406	.59958122		

Bartlett's test for equal variances: chi2(5) = 1.5681 Prob>chi2 = 0.905

Table A7.3: Income of tourists and their satisfaction on overall tour experience

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	14.183401	5	2.8366802	4.53	0.0005
Within groups	250.604776	400	.626511941		
Total	264.788177	405	.653797969		

Bartlett's test for equal variances: chi2(5) = 0.8903 Prob>chi2 = 0.971

Table A7.4: t-test for income of tourists and their satisfaction on tour service

```
. ttest toursatisfaction if  income==1 | income==3, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |      54    4.444444    .0977263    .7181388     4.24843    4.640459
       3 |     119     4.05042    .0694339    .7574348    3.912922    4.187918
---------+--------------------------------------------------------------------
combined |     173     4.17341     .058202     .765528    4.058528    4.288293
---------+--------------------------------------------------------------------
    diff |            .3940243     .122317                .1525786      .63547
------------------------------------------------------------------------------
    diff = mean(1) - mean(3)                                      t =   3.2213
Ho: diff = 0                                     degrees of freedom =      171

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9992         Pr(|T| > |t|) = 0.0015          Pr(T > t) = 0.0008
```

```
. ttest toursatisfaction if  income==2 | income==3, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |      86    4.267442    .0866214    .8032935    4.095215    4.439668
       3 |     119     4.05042    .0694339    .7574348    3.912922    4.187918
---------+--------------------------------------------------------------------
combined |     205    4.141463    .0546493    .7824595    4.033713    4.249213
---------+--------------------------------------------------------------------
    diff |            .2170217    .1099655               .0002007    .4338427
------------------------------------------------------------------------------
    diff = mean(2) - mean(3)                                      t =   1.9735
Ho: diff = 0                                     degrees of freedom =      203

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9751         Pr(|T| > |t|) = 0.0498          Pr(T > t) = 0.0249
```

```
. ttest toursatisfaction if  income==3 | income==5, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     119     4.05042    .0694339    .7574348    3.912922    4.187918
       5 |      32       4.375    .1328199    .7513429    4.104112    4.645888
---------+--------------------------------------------------------------------
combined |     151    4.119205    .0622798    .7653074    3.996146    4.242264
---------+--------------------------------------------------------------------
    diff |           -.3245798    .1505776               -.6221231   -.0270366
------------------------------------------------------------------------------
    diff = mean(3) - mean(5)                                      t =  -2.1556
Ho: diff = 0                                     degrees of freedom =      149

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0164         Pr(|T| > |t|) = 0.0327          Pr(T > t) = 0.9836
```

```
. ttest toursatisfaction if  income==3 | income==6, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     119     4.05042    .0694339    .7574348    3.912922    4.187918
       6 |      51    4.352941    .1148692    .8203299     4.12222    4.583663
---------+--------------------------------------------------------------------
combined |     170    4.141176    .0603424    .7867684    4.022055    4.260298
---------+--------------------------------------------------------------------
    diff |            -.302521    .1299904               -.5591462   -.0458958
------------------------------------------------------------------------------
    diff = mean(3) - mean(6)                                      t =  -2.3273
Ho: diff = 0                                     degrees of freedom =      168

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0106         Pr(|T| > |t|) = 0.0211          Pr(T > t) = 0.9894
```

Table A7.5: t-test for income of tourists and their satisfaction on overall tour experience

```
. ttest overallsatisfaction if  income==1 | income==2, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |      54    4.333333    .1089945    .8009428    4.114718    4.551949
       2 |      86    4.034884    .0834412    .7738015     3.86898    4.200787
---------+--------------------------------------------------------------------
combined |     140        4.15    .0671892    .7949933    4.017155    4.282845
---------+--------------------------------------------------------------------
    diff |            .2984496    .1361822                .0291761    .5677231
------------------------------------------------------------------------------
    diff = mean(1) - mean(2)                                      t =   2.1915
Ho: diff = 0                                     degrees of freedom =      138

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9850         Pr(|T| > |t|) = 0.0301          Pr(T > t) = 0.0150
```

```
. ttest overallsatisfaction if  income==1 | income==3, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |      54    4.333333    .1089945    .8009428    4.114718    4.551949
       3 |     119     3.87395    .0731362    .7978214     3.72912    4.018779
---------+--------------------------------------------------------------------
combined |     173    4.017341    .0626916    .8245787    3.893597    4.141085
---------+--------------------------------------------------------------------
    diff |            .4593838    .1310646                .2006709    .7180966
------------------------------------------------------------------------------
    diff = mean(1) - mean(3)                                      t =   3.5050
Ho: diff = 0                                     degrees of freedom =      171

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9997         Pr(|T| > |t|) = 0.0006          Pr(T > t) = 0.0003
```

```
. ttest overallsatisfaction if  income==2 | income==6, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |      86    4.034884    .0834412    .7738015     3.86898    4.200787
       6 |      51    4.352941    .1182338    .8443584    4.115462    4.590421
---------+--------------------------------------------------------------------
combined |     137    4.153285    .0694165     .812499    4.016009     4.29056
---------+--------------------------------------------------------------------
    diff |           -.3180575    .1415056               -.597912    -.038203
------------------------------------------------------------------------------
    diff = mean(2) - mean(6)                                      t =  -2.2477
Ho: diff = 0                                     degrees of freedom =      135

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0131         Pr(|T| > |t|) = 0.0262          Pr(T > t) = 0.9869
```

```
. ttest overallsatisfaction if  income==3 | income==4, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     119     3.87395    .0731362    .7978214     3.72912    4.018779
       4 |      64    4.234375     .093812    .7504959    4.046907    4.421843
---------+--------------------------------------------------------------------
combined |     183           4    .0590157    .7983499    3.883557    4.116443
---------+--------------------------------------------------------------------
    diff |          -.3604254     .121168               -.5995088    -.121342
------------------------------------------------------------------------------
    diff = mean(3) - mean(4)                                      t =  -2.9746
Ho: diff = 0                                     degrees of freedom =      181

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0017         Pr(|T| > |t|) = 0.0033          Pr(T > t) = 0.9983
```

```
. ttest overallsatisfaction if  income==3 | income==5, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     119     3.87395    .0731362    .7978214     3.72912    4.018779
       5 |      32     4.21875     .140092    .7924798    3.933031    4.504469
---------+--------------------------------------------------------------------
combined |     151     3.94702    .0656353    .8065406    3.817331    4.076709
---------+--------------------------------------------------------------------
    diff |           -.3448004    .1586507               -.6582962   -.0313046
------------------------------------------------------------------------------
    diff = mean(3) - mean(5)                                      t =  -2.1733
Ho: diff = 0                                     degrees of freedom =      149

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0157         Pr(|T| > |t|) = 0.0313          Pr(T > t) = 0.9843
```

```
. ttest overallsatisfaction if  income==3 | income==6, by(income)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     119     3.87395    .0731362    .7978214     3.72912    4.018779
       6 |      51    4.352941    .1182338    .8443584    4.115462    4.590421
---------+--------------------------------------------------------------------
combined |     170    4.017647    .0643441     .838945    3.890625    4.144669
---------+--------------------------------------------------------------------
    diff |           -.4789916    .1358925               -.7472685   -.2107146
------------------------------------------------------------------------------
    diff = mean(3) - mean(6)                                      t =  -3.5248
Ho: diff = 0                                     degrees of freedom =      168

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0003         Pr(|T| > |t|) = 0.0005          Pr(T > t) = 0.9997
```

Table A8.1: Times of visit of tourists and their satisfaction on guiding service

```
                           Analysis of Variance
    Source              SS         df      MS            F     Prob > F
------------------------------------------------------------------------
Between groups      2.43483085      3   .811610284      1.87     0.1332
 Within groups      187.960146    434   .433087895
------------------------------------------------------------------------
    Total           190.394977    437   .435686447
```

Bartlett's test for equal variances: chi2(2) = 12.7774 Prob>chi2 = 0.002

Table A8.2: Times of visit of tourists and their satisfaction on tour service

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	2.39583643	3	.798612143	1.35	0.2562
Within groups	255.279221	433	.589559401		
Total	257.675057	436	.590997838		

Bartlett's test for equal variances: chi2(2) = 6.9142 Prob>chi2 = 0.032

Table A8.3: Times of visit of tourists and their satisfaction on overall tour experience

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	4.11904173	3	1.37301391	2.13	0.0952
Within groups	278.507961	433	.643205452		
Total	282.627002	436	.648227069		

Bartlett's test for equal variances: chi2(3) = 1.4075 Prob>chi2 = 0.704

Table A9.1: Purpose of tourists and their satisfaction on guiding service

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	1.65236396	5	.330472792	0.75	0.5840
Within groups	187.322232	427	.438693751		
Total	188.974596	432	.437441194		

Bartlett's test for equal variances: chi2(4) = 10.2169 Prob>chi2 = 0.037

Table A9.2: Purpose of tourists and their satisfaction on tour services

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	.659486166	5	.131897233	0.22	0.9538
Within groups	255.257181	426	.599195259		
Total	255.916667	431	.593774169		

Bartlett's test for equal variances: chi2(4) = 1.0276 Prob>chi2 = 0.906

Table A9.3: Purpose of tourists and their satisfaction on overall tour experience

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	2.5275501	5	.50551002	0.78	0.5681
Within groups	277.859024	426	.65225123		
Total	280.386574	431	.650548896		

Bartlett's test for equal variances: chi2(5) = 2.3526 Prob>chi2 = 0.799

Table A10.1: Companion of tourists and their satisfaction on guiding service

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	4.28597273	5	.857194547	1.99	0.0794
Within groups	185.906247	431	.431337		
Total	190.19222	436	.436220687		

Bartlett's test for equal variances: chi2(5) = 3.2270 Prob>chi2 = 0.665

Table A10.2: Companion of tourists and their satisfaction on tour services

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	7.25675667	5	1.45135133	2.49	0.0305
Within groups	250.346454	430	.582201057		
Total	257.603211	435	.59219129		

Bartlett's test for equal variances: chi2(5) = 3.6516 Prob>chi2 = 0.601

Table A10.3: Companion of tourists and their satisfaction on overall tour experience

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	19.4195008	5	3.88390015	6.35	0.0000
Within groups	263.186004	430	.612060474		
Total	282.605505	435	.649667827		

Bartlett's test for equal variances: chi2(5) = 1.8911 Prob>chi2 = 0.864

Table A10.4: t-test for companion of tourists and their satisfaction on tour service

```
. ttest toursatisfaction if  companions==1 | companions==2, by(companions)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |      79    4.075949     .080109    .7120241    3.916465    4.235434
       2 |     124    4.370968    .0710232    .7908804    4.230382    4.511554
---------+--------------------------------------------------------------------
combined |     203    4.256158    .0542492    .7729326     4.14919    4.363125
---------+--------------------------------------------------------------------
    diff |           -.2950184    .1095849               -.511102   -.0789348
------------------------------------------------------------------------------
    diff = mean(1) - mean(2)                                      t =  -2.6921
Ho: diff = 0                                     degrees of freedom =      201

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0038         Pr(|T| > |t|) = 0.0077          Pr(T > t) = 0.9962
```

```
. ttest toursatisfaction if  companions==1 | companions==3, by(companions)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |      79    4.075949     .080109    .7120241    3.916465    4.235434
       3 |     105         4.4    .0684737    .7016464    4.264214    4.535786
---------+--------------------------------------------------------------------
combined |     184     4.26087    .0532498    .7223151    4.155807    4.365932
---------+--------------------------------------------------------------------
    diff |           -.3240506    .1051658               -.5315517   -.1165496
------------------------------------------------------------------------------
    diff = mean(1) - mean(3)                                      t =  -3.0813
Ho: diff = 0                                     degrees of freedom =      182

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0012         Pr(|T| > |t|) = 0.0024          Pr(T > t) = 0.9988
```

```
. ttest toursatisfaction if  companions==3 | companions==4, by(companions)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     105         4.4    .0684737    .7016464    4.264214    4.535786
       4 |     121    4.181818     .074227    .8164966    4.034854    4.328782
---------+--------------------------------------------------------------------
combined |     226    4.283186    .0513105    .7713656    4.182075    4.384296
---------+--------------------------------------------------------------------
    diff |            .2181818    .1020727                .0170361    .4193275
------------------------------------------------------------------------------
    diff = mean(3) - mean(4)                                      t =   2.1375
Ho: diff = 0                                     degrees of freedom =      224

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9832         Pr(|T| > |t|) = 0.0336          Pr(T > t) = 0.0168
```

Table A10.5: t-test for companion of tourists and their satisfaction on overall tour experience

```
. ttest overallsatisfaction if companions==1 | companions==2, by(companions)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |      78    3.794872    .0843359    .7448346    3.626938    3.962806
       2 |     125       4.256    .0735321    .8221137    4.110459    4.401541
---------+--------------------------------------------------------------------
combined |     203    4.078818    .0577461    .8227547    3.964955     4.19268
---------+--------------------------------------------------------------------
    diff |           -.4611282    .1144821               -.6868681   -.2353883
------------------------------------------------------------------------------
    diff = mean(1) - mean(2)                                      t =  -4.0280
Ho: diff = 0                                     degrees of freedom =      201

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0000         Pr(|T| > |t|) = 0.0001          Pr(T > t) = 1.0000
```

```
. ttest  overallsatisfaction if  companions==1 | companions==3, by(companions)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |      78    3.794872    .0843359    .7448346    3.626938    3.962806
       3 |     105         4.4    .0723747    .7416198    4.256478    4.543522
---------+--------------------------------------------------------------------
combined |     183    4.142077    .0590935    .7994023     4.02548    4.258673
---------+--------------------------------------------------------------------
    diff |           -.6051282    .1110621               -.8242713   -.3859851
------------------------------------------------------------------------------
    diff = mean(1) - mean(3)                                      t =  -5.4486
Ho: diff = 0                                     degrees of freedom =      181

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0000         Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000
```

```
. ttest  overallsatisfaction if  companions==1 | companions==4, by(companions)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       1 |      78    3.794872    .0843359    .7448346    3.626938    3.962806
       4 |     121    4.041322    .0727241    .7999656    3.897334    4.185311
---------+--------------------------------------------------------------------
combined |     199    3.944724    .0557336    .7862196    3.834816    4.054631
---------+--------------------------------------------------------------------
    diff |           -.2464505    .1130988               -.4694903   -.0234107
------------------------------------------------------------------------------
    diff = mean(1) - mean(4)                                      t =  -2.1791
Ho: diff = 0                                     degrees of freedom =      197

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0153         Pr(|T| > |t|) = 0.0305          Pr(T > t) = 0.9847
```

```
. ttest  overallsatisfaction if  companions==2 | companions==4, by(companions)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |     125       4.256    .0735321    .8221137    4.110459    4.401541
       4 |     121    4.041322    .0727241    .7999656    3.897334    4.185311
---------+--------------------------------------------------------------------
combined |     246    4.150407    .0520741    .8167506    4.047836    4.252977
---------+--------------------------------------------------------------------
    diff |            .2146777    .1034665                .0108763    .4184791
------------------------------------------------------------------------------
    diff = mean(2) - mean(4)                                      t =   2.0749
Ho: diff = 0                                     degrees of freedom =      244

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9805         Pr(|T| > |t|) = 0.0390          Pr(T > t) = 0.0195
```

```
. ttest  overallsatisfaction if  companions==3 | companions==4, by(companions)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     105         4.4    .0723747    .7416198    4.256478    4.543522
       4 |     121    4.041322    .0727241    .7999656    3.897334    4.185311
---------+--------------------------------------------------------------------
combined |     226    4.207965    .0527001     .792256    4.104116    4.311813
---------+--------------------------------------------------------------------
    diff |            .3586777    .1031536                .155402    .5619534
------------------------------------------------------------------------------
    diff = mean(3) - mean(4)                                      t =   3.4771
Ho: diff = 0                                     degrees of freedom =      224

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.9997         Pr(|T| > |t|) = 0.0006          Pr(T > t) = 0.0003
```

Table A11.1: Intention to stay of tourists and their satisfaction on guiding service

```
                           Analysis of Variance
    Source              SS         df      MS            F     Prob > F
------------------------------------------------------------------------
Between groups       1.9830958      4    .495773949      1.14     0.3388
 Within groups      187.603111     430    .436286305
------------------------------------------------------------------------
    Total           189.586207     434    .436834578
```

Bartlett's test for equal variances: chi2(4) = 10.7511 Prob>chi2 = 0.030

Table A11.2: Intention to stay of tourists and their satisfaction on tour services

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	2.84124757	4	.710311893	1.20	0.3096
Within groups	253.686402	429	.591343595		
Total	256.52765	433	.592442609		

Bartlett's test for equal variances: chi2(4) = 6.2156 Prob>chi2 = 0.184

Table A11.3: Intention to stay of tourists and their satisfaction on overall tour experience

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	11.7356159	4	2.93390398	4.67	0.0011
Within groups	269.407241	429	.627988907		
Total	281.142857	433	.649290663		

Bartlett's test for equal variances: chi2(4) = 3.1851 Prob>chi2 = 0.527

Table A11.4: t-test for intention to stay of tourists and their satisfaction on overall tour experience

```
. ttest  overallsatisfaction if  stay==2 | stay==4, by(stay)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |     135    3.977778    .0701153    .8146666    3.839102    4.116454
       4 |      81    4.358025    .0791713     .712542    4.200469    4.515581
---------+--------------------------------------------------------------------
combined |     216     4.12037    .0542886    .7978762    4.013364    4.227376
---------+--------------------------------------------------------------------
    diff |           -.3802469    .1093529               -.5957937   -.1647002
------------------------------------------------------------------------------
    diff = mean(2) - mean(4)                                      t =  -3.4772
Ho: diff = 0                                     degrees of freedom =      214

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0003         Pr(|T| > |t|) = 0.0006          Pr(T > t) = 0.9997
```

```
. ttest  overallsatisfaction if  stay==2 | stay==5, by(stay)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       2 |     135    3.977778    .0701153    .8146666    3.839102    4.116454
       5 |      72    4.361111    .0891306    .7562985     4.18339    4.538833
---------+--------------------------------------------------------------------
combined |     207    4.111111    .0565665    .8138499    3.999588    4.222635
---------+--------------------------------------------------------------------
    diff |           -.3833333    .1160071               -.6120533   -.1546134
------------------------------------------------------------------------------
    diff = mean(2) - mean(5)                                      t =  -3.3044
Ho: diff = 0                                     degrees of freedom =      205

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0006         Pr(|T| > |t|) = 0.0011          Pr(T > t) = 0.9994
```

```
. ttest  overallsatisfaction if  stay==3 | stay==4, by(stay)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     120    4.058333    .0769661    .8431218    3.905933    4.210734
       4 |      81    4.358025    .0791713     .712542    4.200469    4.515581
---------+--------------------------------------------------------------------
combined |     201    4.179104    .0567688    .8048361    4.067162    4.291047
---------+--------------------------------------------------------------------
    diff |           -.2996914     .114066               -.5246245   -.0747582
------------------------------------------------------------------------------
    diff = mean(3) - mean(4)                                      t =  -2.6274
Ho: diff = 0                                     degrees of freedom =      199

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0046         Pr(|T| > |t|) = 0.0093          Pr(T > t) = 0.9954
```

```
. ttest  overallsatisfaction if  stay==3 | stay==5, by(stay)

Two-sample t test with equal variances

------------------------------------------------------------------------------
   Group |     Obs        Mean    Std. Err.   Std. Dev.   [95% Conf. Interval]
---------+--------------------------------------------------------------------
       3 |     120    4.058333    .0769661    .8431218    3.905933    4.210734
       5 |      72    4.361111    .0891306    .7562985     4.18339    4.538833
---------+--------------------------------------------------------------------
combined |     192    4.171875    .0593853    .8228673     4.05474     4.28901
---------+--------------------------------------------------------------------
    diff |           -.3027778    .1210107               -.5414749   -.0640807
------------------------------------------------------------------------------
    diff = mean(3) - mean(5)                                      t =  -2.5021
Ho: diff = 0                                     degrees of freedom =      190

    Ha: diff < 0                 Ha: diff != 0                 Ha: diff > 0
 Pr(T < t) = 0.0066         Pr(|T| > |t|) = 0.0132          Pr(T > t) = 0.9934
```

Table A12.1: Exploratory factor analysis for 'tourist satisfaction' definition

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.681
Bartlett's Test of Sphericity	Approx. Chi-Square	917.886
	df	3
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.487	82.885	82.885	2.487	82.885	82.885
2	.375	12.506	95.392			
3	.138	4.608	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component
	1
v3.2	.952
v3.3	.906
v3.1	.870

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Table A12.2: Cronbach's Alpha analysis for tourist satisfaction

Cronbach's Alpha	N of Items
.895	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v3.1	8.3659	2.348	.724	.910
v3.2	8.5455	1.844	.884	.768
v3.3	8.6630	1.899	.791	.857

Table A13.1: Exploratory factor analysis for 'destination loyalty' definition

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.685
Bartlett's Test of Sphericity	Approx. Chi-Square	285.632
	df	3
	Sig.	.000

Communalities

	Initial	Extraction
v4.1	1.000	.675
v4.2	1.000	.643
v4.3	1.000	.643

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.960	65.342	65.342	1.960	65.342	65.342
2	.544	18.118	83.460			
3	.496	16.540	100.000			

Extraction Method: Principal Component Analysis.

Table A13.2: Cronbach's Alpha analysis for destination loyalty

Reliability Statistics

Cronbach's Alpha	N of Items
.723	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v4.1	8.5322	1.858	.574	.607
v4.2	9.0510	1.409	.549	.659
v4.3	8.5366	1.960	.545	.643

Table A14.1: Exploratory factor analysis for "intrapersonal servability" factor

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.802
Bartlett's Test of Sphericity	Approx. Chi-Square	1788.850
	df	45
	Sig.	.000

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.172	41.722	41.722	3.739	37.387	37.387	3.390
2	1.408	14.078	55.800	1.110	11.098	48.485	2.243
3	1.105	11.047	66.848	.615	6.149	54.634	2.318
4	.843	8.430	75.277				
5	.658	6.584	81.861				
6	.502	5.016	86.877				
7	.429	4.291	91.167				
8	.394	3.939	95.106				
9	.269	2.694	97.801				
10	.220	2.199	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Pattern Matrix[a]

	Factor		
	1	2	3
v1.1	.830		
v1.3	.778		
v1.2	.724		
v1.5	.660		
v1.4	.632		.213
v1.7		.928	
v1.8		.820	
v1.10			.775
v1.9			.619
v1.6	.248		.253

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Table A14.2: Exploratory factor analysis for 'intrapersonal servability' factor after deleted item v1.6

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.793
Bartlett's Test of Sphericity	Approx. Chi-Square	1673.975
	df	36
	Sig.	.000

Communalities

	Initial	Extraction
v1.1	.516	.602
v1.2	.411	.446
v1.3	.498	.596
v1.4	.543	.547
v1.5	.570	.581
v1.7	.595	.793
v1.8	.607	.737
v1.9	.278	.366
v1.10	.313	.622

Extraction Method: Principal Axis Factoring.

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	3.963	44.035	44.035	3.553	39.481	39.481	3.228
2	1.408	15.641	59.676	1.104	12.268	51.750	2.196
3	1.083	12.038	71.714	.634	7.043	58.792	2.066
4	.690	7.670	79.384				
5	.507	5.629	85.013				
6	.446	4.954	89.967				
7	.402	4.467	94.434				
8	.278	3.094	97.528				
9	.222	2.472	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Pattern Matrix[a]

	Factor		
	1	2	3
v1.1	.825		
v1.3	.778		
v1.2	.718		
v1.5	.665		
v1.4	.642		
v1.7		.914	
v1.8		.838	
v1.10			.820
v1.9			.580

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Table A14.3: Cronbach's Alpha analyses for intrapersonal servability

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v1.1	18.3814	4.205	.688	.817
v1.2	18.4568	4.213	.589	.841
v1.3	18.4390	4.096	.693	.815
v1.4	18.6297	3.905	.671	.820
v1.5	18.6164	3.810	.690	.815

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v1.7	4.2860	.760	.761	.
v1.8	4.2661	.751	.761	.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v1.9	4.1596	.699	.486	.
v1.10	4.0067	.953	.486	.

Table A15.1: Exploratory factor analysis for 'interpersonal servability and organizational skills' factor

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.868
Bartlett's Test of Sphericity	Approx. Chi-Square	6928.272
	df	325
	Sig.	.000

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	7.965	30.634	30.634	7.587	29.182	29.182	5.561
2	3.382	13.009	43.643	3.009	11.574	40.756	3.695
3	1.992	7.663	51.306	1.649	6.341	47.097	4.327
4	1.669	6.418	57.724	1.329	5.111	52.207	4.768
5	1.402	5.392	63.116	1.090	4.194	56.401	3.646
6	1.190	4.576	67.692	.786	3.024	59.426	4.962
7	.962	3.699	71.391				
8	.871	3.350	74.741				
9	.736	2.831	77.572				
10	.702	2.700	80.273				
11	.613	2.357	82.629				
12	.579	2.229	84.858				
13	.498	1.915	86.773				
14	.425	1.634	88.407				
15	.406	1.563	89.970				
16	.349	1.343	91.313				
17	.335	1.288	92.601				
18	.289	1.112	93.713				
19	.278	1.068	94.781				
20	.250	.962	95.743				
21	.244	.940	96.683				
22	.224	.860	97.544				
23	.199	.766	98.309				
24	.170	.653	98.963				
25	.166	.637	99.600				
26	.104	.400	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Pattern Matrix[a]

	Factor					
	1	2	3	4	5	6
v2.12	.875					
v2.11	.850					
v2.13	.830					
v2.10	.655					
v2.14	.642					
v2.26		.807				
v2.25		.768				
v2.23		.739				
v2.24		.677				
v2.22	.208	.644				
v2.5			.983			
v2.4			.953			
v2.6	.274		.658			
v2.3				.922		
v2.2				.844		
v2.1				.795		
v2.20					.923	
v2.21					.774	
v2.19					.670	.233
v2.17						.761
v2.18						.536
v2.16					-.202	.520
v2.15					.251	.482
v2.9	.229					.411
v2.8	.204					.387
v2.7						.355

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Factor Correlation Matrix

Factor	1	2	3	4	5	6
1	1.000	.193	.506	.471	.265	.463
2	.193	1.000	-.029	.127	.373	.428
3	.506	-.029	1.000	.526	.166	.322
4	.471	.127	.526	1.000	.289	.508
5	.265	.373	.166	.289	1.000	.436
6	.463	.428	.322	.508	.436	1.000

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

Table A15.2: Exploratory factor analysis for 'interpersonal servability and organizational skills' factor after deleted item v2.7, v2.8 and v2.9

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.855
Bartlett's Test of Sphericity	Approx. Chi-Square	6339.895
	df	253
	Sig.	.000

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	7.191	31.266	31.266	6.855	29.806	29.806	5.130
2	3.280	14.259	45.525	2.909	12.648	42.455	3.447
3	1.959	8.517	54.042	1.629	7.083	49.538	4.294
4	1.661	7.220	61.262	1.328	5.776	55.314	4.348
5	1.296	5.637	66.899	1.040	4.524	59.837	3.358
6	1.179	5.126	72.024	.743	3.232	63.070	3.553
7	.877	3.813	75.837				
8	.717	3.117	78.954				
9	.627	2.726	81.680				
10	.599	2.603	84.283				
11	.513	2.231	86.514				
12	.412	1.790	88.304				
13	.402	1.749	90.053				
14	.338	1.469	91.523				
15	.291	1.263	92.786				
16	.283	1.231	94.017				
17	.252	1.096	95.114				
18	.247	1.073	96.187				
19	.229	.997	97.184				
20	.201	.876	98.060				
21	.171	.742	98.801				
22	.168	.731	99.532				
23	.108	.468	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Pattern Matrix[a]

	Factor					
	1	2	3	4	5	6
v2.12	.879					
v2.11	.856					
v2.13	.819					
v2.10	.665					
v2.14	.638					
v2.26		.799				
v2.25		.757				
v2.23		.747				
v2.24		.674				
v2.22		.655				
v2.5			1.000			
v2.4			.954			
v2.6	.257		.680			
v2.3				.899		
v2.2				.853		
v2.1				.812		
v2.20					.921	
v2.21					.771	
v2.19					.679	
v2.17						.758
v2.16	.237					.525
v2.18						.479
v2.15					.269	.424

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Table A15.3: Exploratory factor analysis for 'interpersonal servability and organizational skills' factor after deleted item v2.7, v2.8, v2.9 and v2.15

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.852
Bartlett's Test of Sphericity	Approx. Chi-Square	6189.805
	df	231
	Sig.	.000

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	7.082	32.189	32.189	6.758	30.717	30.717	5.189
2	3.191	14.503	46.692	2.824	12.838	43.554	3.345
3	1.903	8.648	55.340	1.592	7.235	50.789	4.338
4	1.653	7.512	62.852	1.334	6.064	56.853	4.358
5	1.267	5.759	68.611	1.040	4.726	61.579	3.251
6	1.100	5.001	73.612	.756	3.438	65.017	3.269
7	.856	3.889	77.501				
8	.702	3.192	80.692				
9	.602	2.737	83.429				
10	.517	2.348	85.778				
11	.412	1.872	87.649				
12	.404	1.838	89.487				
13	.360	1.635	91.122				
14	.291	1.322	92.444				
15	.283	1.287	93.731				
16	.253	1.148	94.879				
17	.247	1.122	96.001				
18	.230	1.043	97.045				
19	.201	.916	97.960				
20	.171	.778	98.739				
21	.170	.772	99.511				
22	.108	.489	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Pattern Matrix[a]

	Factor					
	1	2	3	4	5	6
v2.12	.882					
v2.11	.875					
v2.13	.810					
v2.10	.683					
v2.14	.639					
v2.26		.795				
v2.25		.767				
v2.23		.743				
v2.24		.684				
v2.22		.633				
v2.5			1.004			
v2.4			.956			
v2.6	.259		.684			
v2.3				.888		
v2.2				.873		
v2.1				.831		
v2.20					.933	
v2.21					.762	
v2.19					.680	
v2.17						.922
v2.16	.239					.478
v2.18						.396

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Table A15.4: Cronbach's Alpha analyses for interpersonal servability and organizational skills

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v2.1	8.0510	3.142	.775	.843
v2.2	8.3902	2.718	.794	.821
v2.3	8.2195	2.732	.769	.845

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v2.4	7.7694	4.689	.865	.845
v2.5	7.8004	4.560	.863	.842
v2.6	8.2882	3.948	.770	.938

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v2.10	14.5610	11.345	.609	.883
v2.11	14.7517	9.827	.764	.848
v2.12	14.8980	9.941	.797	.841
v2.13	15.0820	9.600	.765	.848
v2.14	14.9778	10.648	.673	.869

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v2.16	8.7849	1.414	.519	.608
v2.17	8.4479	2.039	.564	.533
v2.18	8.4878	2.153	.467	.636

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v2.19	7.9202	3.309	.663	.865
v2.20	8.3016	2.451	.812	.723
v2.21	8.2129	2.746	.740	.794

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
v2.22	16.8736	8.577	.566	.833
v2.23	16.3304	9.933	.689	.785
v2.24	16.5410	9.840	.603	.805
v2.25	16.3525	10.269	.661	.794
v2.26	16.6785	9.152	.712	.774

Table A16: Model fit indices of the model

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.860	.831	.906	.886	.905
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.062	.059	.066	.000
Independence model	.184	.181	.187	.000

Figure A1: Diagram of confirmatory factor analysis

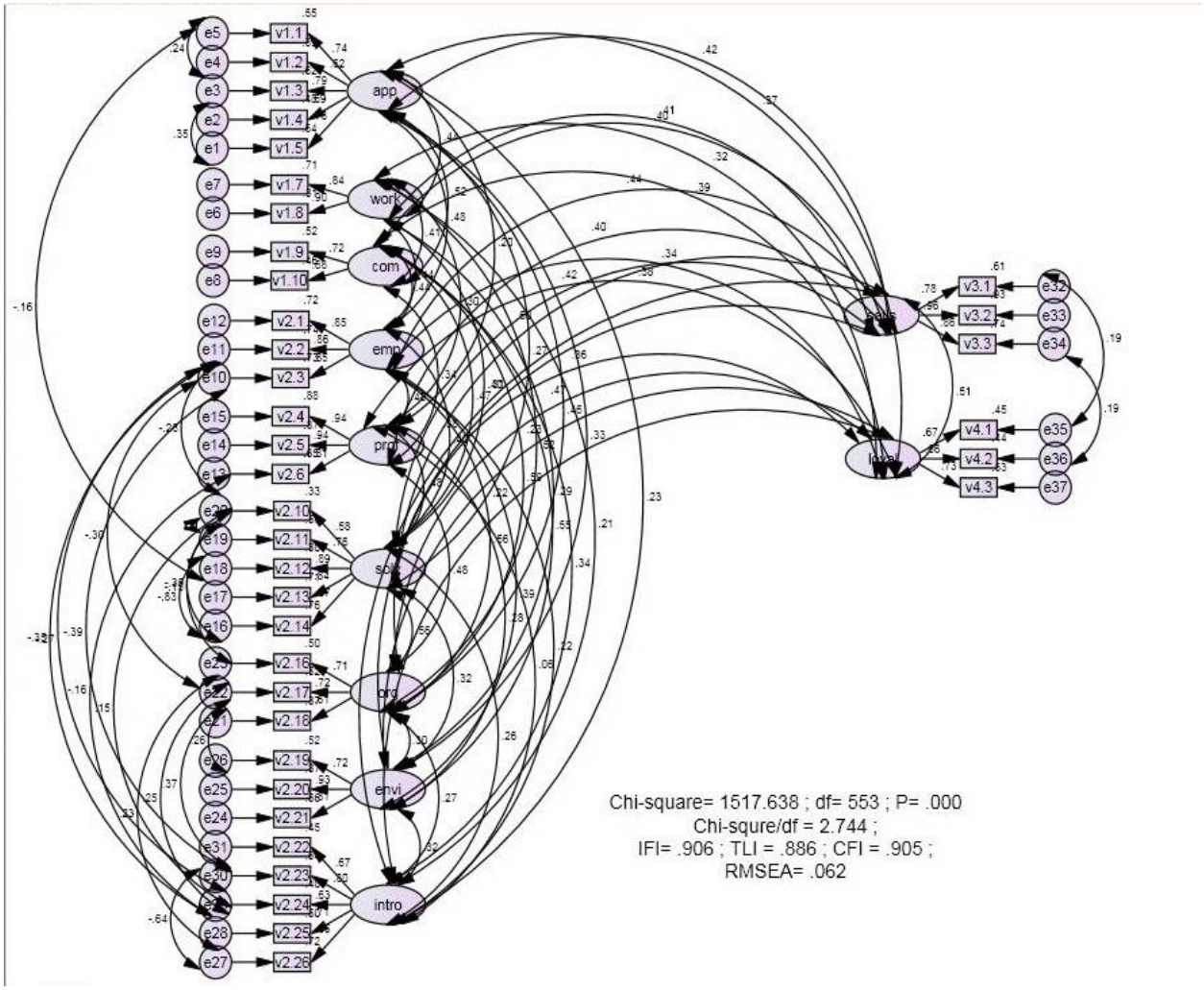


Table A17: Standardized Regression Weights

			Estimate
v1.5	<---	app	.735
v1.4	<---	app	.694
v1.3	<---	app	.786
v1.2	<---	app	.622
v1.1	<---	app	.745
v1.8	<---	work	.902
v1.7	<---	work	.844
v1.10	<---	com	.676
v1.9	<---	com	.718
v2.3	<---	emp	.854
v2.2	<---	emp	.858
v2.1	<---	emp	.850
v2.6	<---	prof	.807
v2.5	<---	prof	.935
v2.4	<---	prof	.941
v2.14	<---	solv	.875
v2.13	<---	solv	.843
v2.12	<---	solv	.893
v2.11	<---	solv	.763
v2.10	<---	solv	.575
v2.18	<---	org	.611
v2.17	<---	org	.719
v2.16	<---	org	.707
v2.21	<---	envi	.815
v2.20	<---	envi	.931
v2.19	<---	envi	.719
v2.26	<---	intro	.849
v2.25	<---	intro	.706
v2.24	<---	intro	.634
v2.23	<---	intro	.802
v2.22	<---	intro	.669
v3.1	<---	satis	.784
v3.2	<---	satis	.965
v3.3	<---	satis	.863
v4.1	<---	loyal	.668
v4.2	<---	loyal	.661
v4.3	<---	loyal	.731

Figure A2: Diagram of structural equation modeling

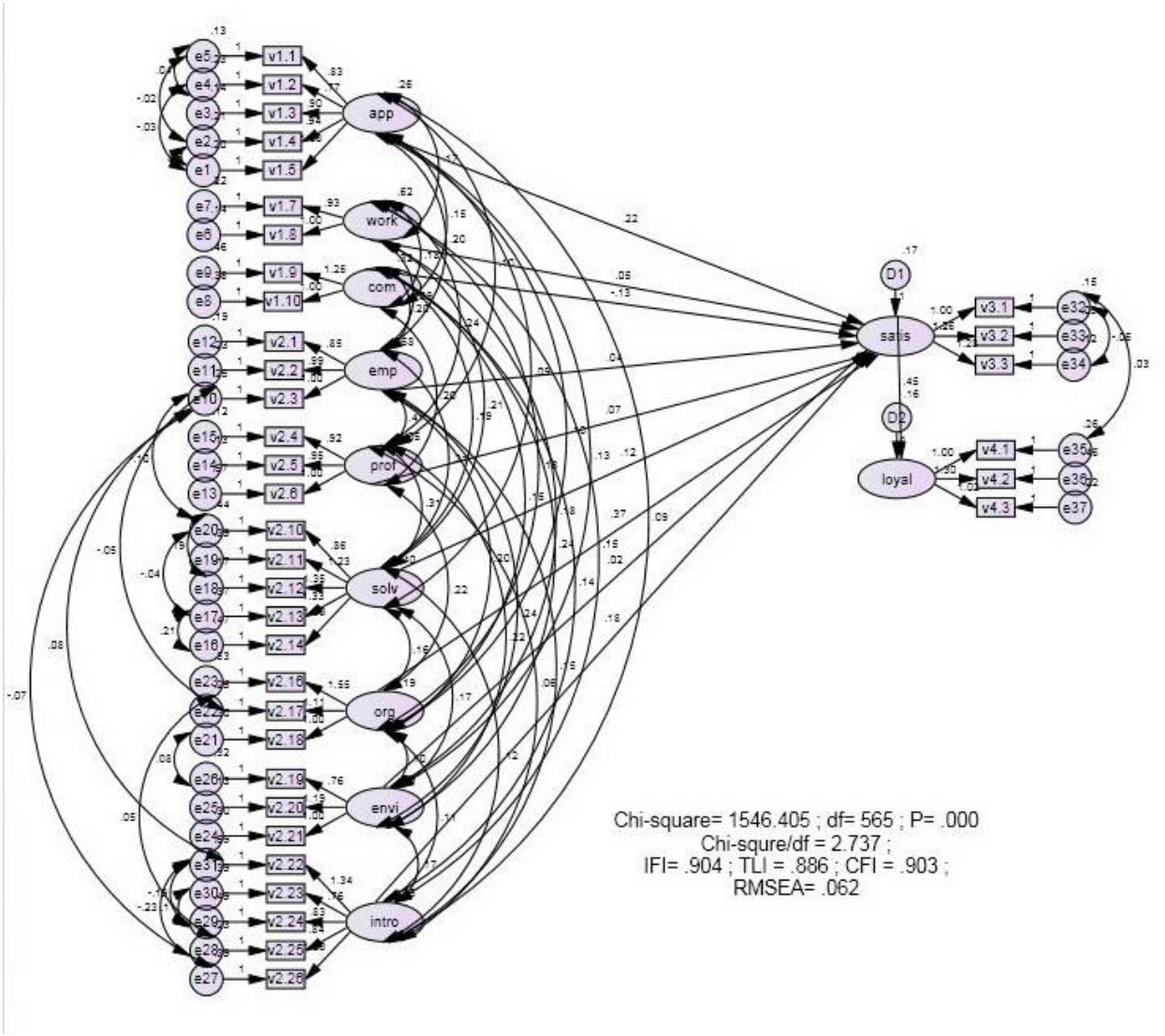


Figure A3: Diagram of structural equation modeling after deleting 4 factors