

## Research on the Three-Dimensional Teaching System of Foreign Tourist and Catering Management Based on Online Survey

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### **Abstract**

*With the development of foreign tourist trade, market requirements for professional tour guides is getting higher, and bilingual talent is getting more and more attention. In this paper, the author constructs a three-dimensional teaching system of tourism management major, and analyzes the teaching effect of tourism management practice by using online survey. The results show that the most expected achievement of students in the internship process is practical experience; the second is the management ability and interact ability. In the practice teaching of tourism management, it shows that the course set up rate of tour guide simulation is 68.8%, service skills training is 36.3%, most students are satisfied with the tourism practice curriculum. Therefore, in carrying out the practice teaching process, college should pay attention to the integration of the practice teaching system of Tourism Management.*

**Keywords:** *Three-dimensional teaching, foreign tourist, online survey, tourism management*

### **1. Introduction**

With the rapid development of China's tourism industry, high-quality professional tour guides have become increasingly demanding, particular requirements for qualified personnel, Bilingual talents that can service both in the Chinese and English are getting more and more attention. However, colleges is the focus of the training guide mechanism, therefore, become of teaching mode of foreign tourism major in higher vocational colleges is particularly important [1]. In order to build a tourism management professional, integrated practice teaching system to promote the sustainable development of tourism industry, the role of the system in the construction of tourism management professional practice teaching, enrich the teaching content and the system structure of tourism management practice, and strive to cultivate students, colleges, enterprises and social needs, professional solid basic skills, comprehensive occupation quality comprehensive tourism management professional talents. Changes in the external environment provide the opportunity for reform [2]. At present, various external conditions for solving the contradiction of supply and demand of tourism education, provides a good opportunity for the reform of the teaching mode of tourism. China's rapid development of the tourism industry is facing a huge talent gap, which provides a lot of employment opportunities of tourism majors. For a long time, the students of tourism industry recognition is low, one-sided understanding of tourism service work less, make professional employment rate and to improve the stability. But with the difficult employment of college students, the work is not ideal problems continue to emerge, part of the students' employment outlook is changing, the willingness to work in tourism is growing. The above contents are to provide a strong guarantee of tourism practice teaching reform.

Tourism management is a practical subject, the characteristics of professional practice is particularly prominent. This requires the tourism professional education should not only cultivate theoretical research talents, but to cultivate practical talents to adapt to the social demand. At present, China's tourism management professional practice teaching is lack of systematic and coherent and comprehensive [3]. Therefore, being integrated practice teaching, namely tourism management professional practice, internship and employment integration research. In the overall teaching activities, pay attention to the teaching practice, complementary synergy, and employment oriented practice, so that students can be a high starting point of employment. This form of practice, practice, the three part of the employment related system. This system is a kind of teaching content before and after convergence, step by step, the optimization of the whole teaching system, promotes the reform of the traditional teaching mode of tourism specialty, the tourism management of colleges and universities to walk the road of sustainable development. Tourism colleges should for tourism management professional practice features prominent, positive research and practice of practice teaching system, practice and employment integration development [4]. In the course of the study, the practice teaching for students' professional ability training with different aims, and strive to explore a development path of tourism management practice teaching links of mutual linkage, make experiment and practice, practice and practice interaction, cultivate professional occupation have obvious competitive advantage. The construction of the teaching system of the integration of tourism management practice, play the function of cohesion, make students through practice teaching training to complete the graduation employment entry process, the pursuit of a high starting point of employment. The integration of practice teaching system that is convenient for students to master professional tourism management core content, but also have practical significance to improve the employment rate of graduates majoring in tourism industry.

## **2. Literature Review**

### **2.1. Tourism Management Professional Practice Teaching**

For foreign tourism practice teaching in the aspects of retrieval is limited, from the existing literature retrieval can be seen with the development of China's tourism industry has common point, namely foreign tourism management majors also encountered the problem of employment, the employment rate is low in the visible industry personnel training problem has been paid attention to scholars of tourism research. Gyan (2012) proposed a closely focusing on the relationship between tourism education and tourism industry, tourism education development should be based on the tourism industry demand oriented view [5]. Littoral (1993) to compare the differences in the relationship between supply and demand and the ability of graduates of tourism management and tourism management, analysis of the four aspects of tourism enterprises the most important practical operation skills of the students and social skills, problem-solving ability and self-management ability, while the students think enterprises only attach importance to skills [6]. In addition, Mansour (2014) employment of region and industry selection of tourism majors in two universities in Holland and England were studied, found that most of the students majoring in tourism management to ten years after graduation to become the general manager, and the higher grade students of the tourism industry confidence is low, the visible Tourism management majors industry recognition low degree [7]. In recent years, overseas studies on Tourism Educators for the Lausanne model, Connell model and other successful tourism teaching model deeply, affirmed the importance and role of practice teaching of tourism education development. Foreign scholars for the analysis of the current situation of practical teaching of tourism management major can be summarized as follows: to highlight the characteristics of school enterprise cooperative

education mode; teachers high popularity; courses to meet the demand of tourism industry; scientific and standardized management system of practice teaching. The foreign research achievements about tourism management professional practice teaching system integration are relatively small [8].

Design of tourism management practical teaching should not only satisfy the students' service skills and operational capacity of the demand, more efforts should be made to pursue through the practice of teaching will enable graduates to truly qualified basic management of tourism industry and the effectiveness of teaching practice teaching and strengthening the theory knowledge, the understanding of generally accepted by domestic scholars. From the cultivation of students practical ability to adapt to the demand for jobs as soon as possible to shorten the distance between school and enterprise and the three aspects of creating students' innovation ability and scientific research ability demonstrates the importance of teaching practice to establish the system of tourism major in Colleges and universities. Practice teaching is not only an important part of tourism teaching, is an important platform for cultivating students' practical ability, has significant effect on improving the teaching quality of tourism management specialty, practice teaching plan should be formulated the theory of knowledge and skills training of science system. In recent years, China's tourism colleges have gradually realized the practical teaching for cultivating students' practical ability, achieve the goal of talent cultivation, plays a key role in promoting tourism to enhance the quality of education, but the specific implementation of the unified understanding and practice to teaching, tourism practice teaching reform is imperative. At the present stage of tourism practice teaching and research direction in addition to the above points, but also includes the practical teaching of tourism security management, practice teaching, practice teaching methods *etc.* The content is comprehensive, but about tourism management professional practice teaching system construction analysis is not deep enough, stay at the level of teaching practice, not to establish the system of practice teaching of independent, thus strengthening the tourism management practice of constructing the teaching system has clear practical significance.

## 2.2. Three-Dimensional Teaching Mode

Talent cultivation is the fundamental starting point of school education, the school established the principle of teaching, curriculum content, teaching plan, teaching activities should focus on personnel training for this purpose, and the talent training quality of teaching effectiveness is also testing standards in schools. The three-dimensional training theory includes: personnel training level knowledge, ability and quality training in one; connotation of general fusion ability, professional basic skills, the development of occupation literacy in one way of talent training; integration of classroom teaching, practice teaching, campus activities [9]. The practice of tourism management teaching in cultivating students' practical ability, improve students' ability to develop problems on the role of the school in recent years gradually get more reasonable attention and research for the practice of teaching content, method, theory, organizational structure and other content also gradually improve. Fusion simulation practice teaching content, experimental training, special professional training in one can be a full range of practical ability training of students, solid practice teaching. The fusion of campus practice and internship and employment, in one of the practical teaching process to ensure the smooth completion of personnel training, basic work on the students' ability training through the campus practice, practice, graduation into work immediately, to achieve effective convergence of practice teaching.

The school is teaching the implementation of the main body, undertakes the arduous task of cultivating talents for the industry and society, then the enterprise and the government should provide effective support to assist school students. The school has a solid theoretical foundation, enterprises grasp the latest industry developments and trends of society and government clearly has a stable source of funding, the above several

aspects of scientific organization and perfect teaching support system, ensure the stability of the teaching process, and teaching activities and study continuously inject vitality. Practice teaching is an important part of the teaching system, students to consolidate the theoretical knowledge and effective way to deepen the theoretical understanding, is to cultivate students' professional practice skills, improve the comprehensive quality of the necessary mode of occupation, is an important platform for students to broaden their horizons, to grasp the dynamics of the industry. The affiliated teaching practice teaching is not belonging to the theoretical teaching; it has different teaching content in theory teaching and independent teaching system [10-11]. Practice teaching includes experiment, training, practice and practice aspects, deepens students' cognition on theory teaching through special training through the actual operation, and improves the students' practical ability and comprehensive quality of occupation. Practice teaching system including training objectives, teaching objectives, curriculum setting, teaching content, teaching methods, teaching management and teaching evaluation *etc.*. Improve the scientific practice teaching system is necessary to improve the quality assurance of practical teaching.

### **3. Research Design**

#### **3.1. Investigation Object**

Integrated practice teaching system in research on the industry development trend and society, to promote personnel training and professional development as the principle, that the industry to provide innovative talents as training objectives, in order to fully realize the practical teaching effectiveness and improve the overall quality of teaching as the pursuit, using the concept and method of Education Science, composition of experiment and practice and practice teaching advantages, step-by-step teaching content to make students' general theory, professional basic skills, occupation development literacy ability in three areas effectively training, help students complete graduation to enter the work of each part of the organic combination of practical teaching system for all-round development. The system needs the school, enterprise, society and government to actively cooperate to provide stable support for the stable development of teaching practice. Characteristics of integrated practice teaching as practice and teaching content closely integrated experiment.

Practice teaching is an important part of tourism management teaching, is to cultivate students' practical ability and necessary guarantee to enhance students' occupation quality, and it is the key link to promote the continuous development of the tourism industry. Analysis of the development of tourism management practical teaching situation can provide reference for the construction of integrated practice teaching of tourism management specialty, the integrated practice teaching more scientific and reasonable. According to the above we adopt random sampling methods for undergraduate students majoring in tourism management as the research object, questionnaire, mainly related to the scope of this province in tourism colleges. The author mainly uses the method of questionnaire investigation, random sampling investigation was carried out on the part of the students majoring in tourism management, a total of 500 questionnaires, the questionnaire recovery of 480, and effective rate was 96%. Then we use SPSS for the contents of the questionnaire for data analysis. A questionnaire with the status quo of practice teaching of tourism management, mainly for students' practice, practice teaching, practice curriculum, teachers and practice facilities.

### 3.2. Research Method

- 1) Literature research method: literature refers to the literature, and through the study of literature forming method of scientific understanding of a subject. The literature collection and analysis is one of the important parts of this paper. On the basis of the related documents of education professional tourism management and research in the past ten years, the theory of constructivism and tourism management professional practice teaching system construction of the literature on the basis of the complete review of the relevant domestic and abroad in this article, and provide guidance for the main view of this form.
- 2) Questionnaire survey: the study also uses questionnaire investigation method. As for tourism management professional practice teaching links are analyzed, through the questionnaire, the problems related to tourism management professional practice teaching, including students practice, practice teaching cohesion, practice curriculum, experimental equipment and other aspects of the evaluation questionnaire, analysis of survey results sorted out the status of practice teaching of tourism management development.
- 3) Quantitative analysis: the preliminary investigation by the full, quantitative analysis of the survey results, combined with the characteristics of tourism management specialty, construction of integrated practice teaching, through the teaching practice of students to solve the employment problem of high starting point, to promote the coordinated development of tourism industry and tourism education.

## 4. Empirical Analysis

### 4.1. Professional Teaching of Tourism Management

Practice teaching is an important part of tourism management teaching, is to cultivate students' practical ability and necessary guarantee to enhance students' occupation quality, and is the key link to promote the continuous development of the tourism industry. Analysis of the current situation of the development of tourism management professional practice teaching can provide a reference for the construction of tourism management professional integrated practice teaching system, making the integrated practice teaching system more scientific and reasonable. Students practice looking gain practical experience, economic compensation, skills, management ability, interpersonal skills and other professional aspects, as shown in Table 1, students on the experience of practice most attention in the middle of the process, followed by the management ability and people exchanges, once again, is operating skills, and finally get paid.

**Table 1. The Students Look Forward to the Harvest Practice**

content	frequency	percentage	Percentage of cases
practical experience	260	32.5%	65.0%
Economic compensation	65	8.1%	16.3%
Operation skills	124	15.0%	30.0%
Management ability	189	23.8%	47.5%
Interpersonal skills	157	20.0%	40.0%
Other professional accomplishment	5	0.6%	1.3%

Visible students to understanding to practice experience for the major of tourism management has an important role, is also aware of the management skills and people skills for the important significance of the work, but students for Tourism Management

Professional Literacy understanding is not comprehensive enough, is not deep enough to grasp the tourism professional the operation skills of the importance. For school practice teaching and internship complementarity problem, most of the students think school practice learning can be used to off campus internship work, more students to be in during the internship experience to the lack of some professional skills, I hope the school by strengthening training. There are also part of students do not know school practice and internship job relationship, that is not fully appreciate the effectiveness and importance of teaching practice; part of the students practice in the process there is no clear lack of certain aspects, not to fully appreciate the extracurricular practice to improve the professionalism of the guiding role. In summary, the relevance between the application and internal and external practice teaching content of tourism practice teaching has been widespread attention to the professional tourism management students, but some students for each link of practice teaching role understanding is fuzzy, linking up the content of practice teaching has to be strengthened, set in every link of mutual linkage of teaching content, practice teaching contents integration of tourism management specialty practice teaching system is established. See Table 2 and Table 3.

**Table 2. Campus Practice Teaching Effect**

Index		frequency	percentage	Effective percentage	Cumulative percentage
Practice can be applied to the practice work	yes	261	65.0	65.0	65.0
	No	63	15.0	15.0	80.0
	Not clear	87	20.0	20.0	100.0

**Table 3. Off-School Practice Guiding Effect**

Index		frequency	percentage	Effective percentage	Cumulative percentage
practice guidance is effective	yes	295	73.8	73.8	73.8
	No	26	6.3	6.3	80.0
	Not clear	79	20.0	20.0	100.0

#### 4.2. Curriculum Setting and Teaching Staff

Tourism management professional practice of teaching curriculum content was investigated. Results show as follows: the vast majority of tourism management major students learning simulated tourist class, course setting rate of 68.8%; front office service skills training and room service skills training opening rate were 36.3% and 37.5%, respectively, indicating that the lobby room service skill training has been included in the most colleges and universities tourism management professional curriculum system of practice teaching; drinks training opening rate is 25%, indicating that tourism related training course has gradually entered the practical teaching curriculum system; the remaining course setting rate: 17.5% of tea art training, flower arranging training 7.5% and other courses related to 12.5%. The vast majority of students are satisfied with the tourism practice curriculum. This shows that the tourism management professional practice teaching content is more extensive, the opening of the situation is more random, the lack of a unified curriculum objectives, as shown in Table 4.

**Table 4. Tourism Management Professional Practice Curriculum**

Content	frequency	percentage	Opening rate
simulation course	55	33.5%	68.8%
front office service	29	17.7%	36.3%
Room service	30	18.3%	37.5%

The tea art training	14	8.5%	17.5%
Wine training	20	12.2%	25.0%
Flower arranging	6	3.7%	7.5%
Other Courses	10	6.1%	12.5%

Through the survey of tourism management professional practice of teachers teaching level and practical experience, 21.3% of the students of tourism management professional level of teachers' teaching very satisfied, nearly half of the students for the professional practice of teachers teaching level is quite satisfactory, 26.3% of students think can also, a few students, not satisfied with the current practice of teachers teaching level, visible tourism management specialty practice teaching level get students is widely recognized, but the overall teachers needs to be improved, should actively improving teachers' practical teaching ability, as shown in Table 5.

**Table 5. Tourism Management Teacher Level Satisfaction**

Index	frequency	percentage	Effective percentage	Cumulative percentage
Very satisfied	17	21.3	21.3	21.3
satisfied	37	46.3	46.3	67.5
general	21	26.3	26.3	93.8
Not satisfied	4	5.0	5.0	98.8
Too bad	1	1.3	1.3	100.0
total	80	100.0	100.0	

With the rapid development of the tourism industry, the level of tourism education is constantly improving, and the construction of teaching staff is the key to improve the quality of teaching. But the tourism management professional teachers' theoretical knowledge is rich; the lack of practical experience to a large extent restricts the development of practical teaching. Tourism itself is a very practical industry, the teaching process emphasizes linking theory with practice, extra attention to the skills, which requires teachers, not only should have a systematic theoretical knowledge to the tourism industry related experience and work experience. At present, there is a general phenomenon that the scientific research theory level of tourism teachers is higher than that of industry experience. This phenomenon limits the teaching level of the play, the impact of the quality of teaching, the overall development of practice teaching. Tourism management is a shorter development time of cross disciplines, most colleges and universities tourism management professional teachers - the professional background, due to the limitation of institutional conditions,, the day after tomorrow and the lack of necessary practice exercise, resulting in tourism management professional teachers a higher theoretical level, but the ability, practical ability is weak, for the industry knowledge is relatively single, teaching methods are not flexible, so in carry out existing problems in the process of teaching practice, cannot arouse the students' enthusiasm for learning and the cultivation of students and enterprises there is a gap, it is difficult to for students to impose applied education.

### 4.3. Analysis of Students' Abilities

Integrated practice teaching system of tourism management specialty is to integration of the concept as a guide, to people centered educational philosophy and educational thought of constructivism as the theoretical basis, in order to realize the students "high starting point of employment" as the goal, to solve the talent supply and demand imbalance and to promote the development of the industry to pursue, emphasizing each link of practice teaching and the mutual linkage, pay attention to students' practical ability

cultivation, and actively promote tourism colleges, scientific research institutions, tourism enterprises and government departments multi-party integrative development of practice teaching system. The construction of the integrated practice teaching system of tourism management specialty is helpful to improve the practice teaching quality of tourism management major, and then improve the training mechanism of tourism management professionals. Humanism education emphasizes on the pursuit of the ultimate meaning of human, in order to meet the needs of the survival of the study as a starting point to set the teaching content. Constructivist teaching takes students' independent construction of knowledge system aims to help students to form their own views, to respect other opinions and to actively cooperate with others, to construct knowledge system. In this process, the social environment has the function of balance and adjustment. The two educational thoughts are starting from the point of view of the needs of students and created gain new experience on the existing experience based, the formation of new experience and the original experience a certain change in students on the basis of existing experience, students take the initiative to adjust and enrich their knowledge system, and then do a self-full realization.

At present, tourism management professional requirements for the students' practical ability, interpersonal skills and comprehensive vocational quality continues to improve, the integration of practice teaching system of tourism management specialty is put forward under this background, the main structure of the integrated practice teaching system tightly around the cultivation of students' integrated professional quality, the process points for knowledge learning stage, stage of the cultivation of the ability and the quality of the developed phase of three parts. The practice of tourism management teaching arrangements should comply with the process, practice teaching difficulty, easy to digest, the link mutual linkage, develop corresponding teaching arrangements for the stage of the development of students' ability. Schools, businesses and government should work together to actively play a role in promoting the construction of their own ability to help students to complete the goal of self-fulfillment. Also should be noted that, above survey found that students of tourism management professional practice of ideal, the majority of students in professional practice, after practice makes clear the need for the school is a skills training and the majority of tourism management practical teaching activities to students between matched to complete and visible integrated practice teaching system for students to develop good habits of cooperation, independent to construct a system of knowledge, self-realization goal to establish a stable foundation. Construction of integrated practice teaching system of Tourism Management Specialty subject context should focus on the cultivation of students' comprehensive quality of vocational, clear ability training stage, adjusting teaching content; deepen cooperation in running school mechanism, in order to promote the students' comprehensive self-realization. Construction integration practice teaching system of tourism management specialty, it is first necessary to understand the professional tourism management students in the initial stage to be engaged in the tourism enterprise job. On the basis of the analysis of tourism management major students should possess comprehensive professional quality and the ability, and needle on the comprehensive quality of vocational students to construct integrated practice teaching system of tourism management specialty construction. Professional tourism management students into more jobs involved in the initial stage, due to practices in the tourism sector and application characteristics is very outstanding, most of the students in the early entry in service on the basis of the work, after a period of time exercise can enter the junior management positions, integrated practice teaching system for needle this case, analysis of the post should have comprehensive quality and the training phase, as shown in Table 6.

**Table 6. Tourism Management Student's Professional Quality**

Stage	Ideological quality	cultural	psychological	professional
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		quality	quality	qualities
Tourism Teaching	Environmental protection idea	Basic capacity, learning ability	good health	Management ability
Campus Practice	Service consciousness, professional ethics	Cultural connotation	Language expression, logical thinking	Social competence, Strain capacity, innovation ability,
Off campus practice	Collectivism, Professionalism	Department, Aesthetic ability	Psychological endurance, self-regulation	Practical operation ability

**Table 7. Analysis of Tourism Management Students' Abilities**

Ability	content
Basic capacity	Writing ability, foreign language ability, computer application ability
Cultural connotation	Cultural knowledge, common sense, safety knowledge
Social competence	Actively respond to various guests, colleagues, team work
Practical operation ability	Master the skills, professional software, appropriate formalities
Management ability	To coordinate the work of various departments, cost control, organization of tourism activities, tourism planning
innovation ability	Learn new things, the development of tourism projects and innovative entertainment experience
Expression ability	The use of polite language, Mandarin, English, language vivid and accurate
Strain capacity	Adjust the conflicts between tourists and emergency response

Comprehensive occupation quality of students majoring in tourism management includes four aspects of ideological quality, cultural quality, physical quality and professional quality, each is divided into five abilities. Thinking on the quality of the training should run through tourism management professional teaching always, the ability training in practical teaching activities of the arrangements due certain targeted, flexible setting of the content of practice teaching to training students in all aspects of the special skills, outstanding tourism management professional practice teach teaching system. The analysis of the professional tourism management students comprehensive vocational quality also should pay attention to the specific content of the tourism management specialty of the basic skills, enable the integration of practice teaching system of tourism management specialty training goal and teaching activities arrangement is more accurate. The integration of practice in the major of tourism management teaching goal is through teaching practice to meet the needs of all parties, including requirements to satisfy the students to enhance practical ability and the smooth entry of the, meet tourism colleges, training to adapt to the needs of industry development of the students, meet the demand for professional talents of tourism enterprises meet society wishes to promote economic development and the overall progress of the demand.

## 5. Conclusions

Tourism is the application of the service industry strong, tourism higher education focuses on the cultivation of comprehensive quality, good at finding problems, solve the problem of talents. Professional characteristics and training objectives reflects the importance of practice teaching, also determines the tourism management specialty

practice teaching material construction will closely focus on the students' ideological quality, cultural quality, physical and psychological quality and professional quality comprehensive professional quality and operation ability, strain capacity, social and creative ability and the ability. At the same time, the practice teaching is a carrier of tourism management practice teaching content, is the foundation of curriculum, teaching system of practice teaching of tourism management will lay a solid foundation. The practice of teaching materials is an important feature of tourism management specialty, is an important basis for curriculum of tourism management, tourism management is an important guarantee of teaching quality. The construction of practice teaching is the weak link in the development of tourism management specialty practice teaching, teaching content is single, in previous teaching experience and professional theory courses teachers need choices. In order to improve the practical ability of students, the school practice teaching level, the urgent need to strengthen the construction of practice teaching.

The tourism management professional practice of the prominence of the discipline of the practice teaching content increasing, including classroom experiment and practice of special, simulation training, business internships, imparting knowledge and practical skills needed to support of teachers' practical ability. At present, we should focus on improving the practice teaching ability of teachers' tourism, such as business skills, using experimental facilities, imparting practical knowledge, experience exchange, in the policy, time, funding and other issues opened green channel and support tourism practice teachers to participate in various forms of training, teachers are encouraged to use the holiday to tourism enterprises to participate in the work to continue their studies, for teachers to provide out the exchange of learning opportunities, both at home and abroad well-known universities and colleges of tourism study or to participate in academic access and to enrich the tourism management professional theoretical knowledge and experience in enterprise management. And play team cooperation spirit of teachers and set up practice teaching research group, responsible person regularly organize collective discussion and research activities to help teachers grasp the key points and difficulties of the curriculum practice, to improve teacher preparation efficiency. In addition, should pay attention to, the most practical course is completed in and out of school practice teaching base, teacher practice embodied the ability for the control and management of the practice base is the teaching level, the tourism colleges should practice base construction of the training of teachers majoring in tourism, increase the level of business.

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