

Research on the Impact of Tourism E-business on the Theory and Practice Teaching System based on Internet

Hui Song^{1,2} and Ling Wu^{1,2*}

¹*School of Management Engineering, Suzhou University, Suzhou city, Anhui province, 234000, China*

²*Research Center of Northern Anhui Urban-rural Integration
E-mail: songhuisuzhou@163.com*

Abstract

Along with the development of the tourism electronic commerce, we started using advanced computer network and communication technology. At the same time, scholars began to widespread concern about tourism enterprise's internal and external resources, and then expand the tourism information dissemination and promotion. In this paper, we built the curriculum theory and the practice teaching system of tourism electronic commerce based on internet, and make empirical analysis of teaching evaluation system. The result shows that multimedia teaching and management informatization is the important part of education system innovation. For tourism management, how to make use of multimedia and the practice teaching to improve students' ability is especially important. On this basis, we put forward the construction of tourism electronic commerce course, such as a combination of teaching theory and practice.

Keywords: *Tourism E-business; Teaching System; Internet course; Practice Teaching*

1. Introduction

Since the reform and opening up, after years of development, the tourism industry has grown into a pillar industry of our national economy, playing an increasingly important role in the national economy and social development. However, the employment of tourism management graduates is relatively difficult, this will not make us reflect, the industry needs to continue to expand, the size of the training of personnel is also extremely expanded, why the employment situation is not satisfactory. Indeed, the reasons for all kinds, but the key point is that the market demand for talent and the supply of school personnel cannot do a good docking, resulting in a gap. This gap is in fact the short board of tourism teaching -- practical teaching. The related research found that the tourism practice teaching is more significant than that of the students' satisfaction degree, and the influence on the employment prospects of students is more obvious. Its operational and practical characteristics, but also more conducive to the realization of the school training objectives, more in line with the requirements of enterprise personnel screening. In fact, with the reform of the tourism institutions in the country in recent years, the tourism management education sector has opened up the idea, using the successful experience, reached a certain consensus. Tourism education begins with the positive interaction between enterprises and the international market, from the emphasis on imparting knowledge to ability training, quality training, focusing on comprehensive development and lifelong education.

In the current tourism management professional teaching system, the practice link set the time, the scope, the depth has to be strengthened, the graduate theory and the practice situation and the light practice has not been completely changed. Practice is not simply equal to the practice, it emphasizes is extracurricular, from begin to move the brain the

full range from the class to develop, combining the students' autonomous learning and school education, school platform to help students build a complete framework of knowledge, for students and the laying of a smoothly into the road. Therefore, it is very important to study the evaluation system of the practical teaching of tourism management. The establishment of a scientific index system can provide a reference for the education reform in Colleges and universities. It is not only a longitudinal study of the classroom theory, but also the horizontal extension of the industry. Tourism education reform is imperative, from student's angle of constructing practice teaching system to improve the students' satisfaction and reputation, which is conducive to attract more students, contribute to the healthy development of the tourism management professional. The domestic scholars' research on the reform of the tourism education is focused on the new education mode, the education idea, or the comparison and reference of foreign successful school experience. But it is still a blank in the study of the method and index system of the practical teaching reform. On the basis of previous studies, this thesis is intended to establish and verify the importance and satisfaction of the practical teaching of tourism management professional, with special theoretical significance and reference value.

2. Literature Review

2.1. Tourism Electronic Commerce

Zeng (2012) believe that human resource is a problem that has plagued the tourism industry for many years[1]. It relates to the employee's working time, condition, job benefits, social status and employment obstacles, which is the most prominent of which is the low level of education and training level. When it comes to a lot of small tourism departments and companies, in the work of the staff, cannot assume any effective in-service training; a large proportion of some large companies, cannot provide a good opportunity to learn, and then training. So the education department must be involved in the education and professional training of the students. Hubackova (2014) based on market research, found that employers are more willing to hire those who have more than two years of work experience[2], and not willing to hire only a four year undergraduate students. Practical experience is the most important indicator for them to investigate a student. Nicula (2014) make the comparison of the difference of social education institutions and universities undergraduate education[3], training institutions focuses more on the transferable skills of Professor, expeditiously into education, students can in a very short period of time personally practice these courses. The emphasis is on how to teach students how to learn to cope with the changing skills and rapid technological progress. Curtin (2013) suggests that the training of educational institutions should meet the needs of enterprises and industries[4], and to provide specific courses in the technical requirements, rather than superficial education and training.

Dudensing (2011) pointed out tourism education practice reform aims to cultivate the students how to effectively cope with high competitiveness[5], high demand, high complexity of the global tourism industry and not just to meet the current demand for tourism; how to meet the international market rather than the local market; how to be a professional tourism management professionals, and not in any position can be competent generalist the company, olive; students, educational institutions and government as four interest in tourism management major construction related, but he found the four at the time of decision-making are often isolated, unable to communicate effectively, resulting in the present tourism education from her position, even when looking for a job, the non professional tourism management students will be able to prevail, which is one of the most important problem is the lack of practice teaching and contempt. Razzaq and Mohamad (2013) find that a four-year school of tourism management students as the research object[6], through a questionnaire survey and sent a multi-dimensional

measurement table to measure college students majoring in tourism treatment of the work attitude, discussion on College Students' attitude to tourism general views. Found that students want to be able to work to improve the practice of the status quo. Akbaba (2012) starting from the teacher's ability and knowledge of the two plates, lists the relevant issues[7], conducted a study on the teaching evaluation of the tourism education in Colleges and universities, found that higher education is not only related to the occupation, but also need to teach more learning experience. People pay more attention to what the professor does and neglect how to teach, and the teaching and evaluation of effective teaching and evaluation are also ignored.

2.2. Tourism Management Professional Practice Teaching System

The current practice teaching research is still in the exploration stage, the domestic some scholars are engaged in the study of the combination of the use of model, or some successful examples of the developed countries, some scholars began to introduce some mathematical model to the teaching system reform, from quantitative angle to help solve the problem, or put some new ideas into the system of personnel training, so that the study is full of new elements, new spark. On innovative practice teaching system, Syafiah (2014) with the development of professional managers reserve personnel training as the goal of tourism undergraduate education innovation development model [8]. Selby (2011) from the basic skills, make comprehensive application ability and management practice and innovation ability to build a tourism management professional practice teaching system [9]. Based on the correct understanding of the importance of practical teaching in tourism management major, this paper puts forward the practice of constructing cognition, practice, practice, practice, practice, practice teaching system, and expounds the practical teaching system. There are some scholars, from a more macro perspective, to the entire four years of personnel training as the perspective, the school enterprise cooperation in vocational guidance mode.

Many scholars does not rigidly adhere to domestic research status, and the perspective into foreign, learn from some of the more successful cases, and summarize the experience and lessons of their development. Joseph (2011) pointed out the European part of the country, the United States, Japan, Australia and other countries of the origin, development and classification of tourism education, curriculum and other aspects of the comprehensive analysis, and comparison of the status of China's tourism education development to give some inspiration[10]. Balaguer(2013) by survey and questionnaires in the form found that Tourism Department curriculum is basic education subjects and professional subjects of education and students Employment direction are closely linked[11]; Guizzardi(2010) with summarizing the characteristics of American colleges and universities tourism management professional curriculum design, teaching content, teaching means and teaching evaluation, and puts forward the existing problems and suggestions in the major of Tourism Management in China[12]. Park(2014) uses the United States for example of cooperative education in the case of the world's research experience, all of our cooperation in education[13].

There are scholars to introduce mathematical model, quantitative research. Fuchs (2014) through exploratory and confirmatory analysis, set up modern service industry professional managers competency of the five factors model, then to tourist hotel industry as an example, the competency model of modern service industry professional managers for empirical research [14]. Jason (2011) make construction of Tourism Management Teaching and student satisfaction structural equation model[15], using confirmatory factor analysis and path analysis for the bridge, get the conclusion: the student evaluation of teaching of tourism management value in the medium level, the complained sentiment is not small, the reality of the situation and expectations with a drop of static clock must be based on fuzzy comprehensive evaluation model, established the basis of professional knowledge, management knowledge, practical knowledge and professional knowledge of

a foreign language four research dimensions, according to the course of tourism management of Nanjing University of Finances and Economics specialty research, found in the teaching process, should pay attention to setting up business management courses, increasing skills courses, a small amount of curricula. Lemmetyinen (2009) believes that creative culture should be the focus of the promotion of undergraduate education of Tourism Management in the future. This paper puts forward the creative ability training of the undergraduate teaching of tourism management [16].

3. Model Design

3.1. Questionnaire Design

This questionnaire adopts point Likert scales are assigned, respectively, the importance and satisfaction of teaching practice scoring index system. Which represent respectively "very important" and "very satisfied"; represent "important" and "satisfaction"; "general"; represent "not important" and "not satisfied"; represent "very not important" and "very not satisfied". The questionnaire is divided into two parts, one is the evaluation of the practical teaching of tourism management. There are a total of items, please try to score the importance and satisfaction. Questionnaire survey specifically to upset the order of scale development in the initial stage of the items, to maximize the reduce the possibility of the research object by the designer to induce or influence. The second is to relate to the characteristics of the population of some basic issues, including gender, grade, school, place of residence, learning background and other six topics.

3.2. Data Analysis

In this study, we choose the fourth grade students in undergraduate colleges of tourism management as the research object, on the current stage of the construction and implementation of the practice teaching system of tourism management in colleges and universities, the construction and implementation of the questionnaire survey, on-site interviews. This questionnaire survey is targeted, mainly in undergraduate colleges and universities tourism management professional big four students, including some of the big three students, so the basic information of the respondents are mainly from the gender, grade, school, etc.

4. Empirical Analysis

4.1. Sample Data Analysis

This questionnaire survey is targeted, mainly for undergraduate students majoring in tourism management professional four students (including some of the big three students), so the basic information of the respondents were analyzed from the perspective of gender, grade, school and so on. As shown in Table 1, the sex ratio of the sample is probably a feature of the current phase of the tourism management profession, that is, the girls are more, the boys are relatively few. In this survey, the respondents were four students, they have experienced four years of university professional learning, can complete experience in the construction of professional practice teaching of the school tourism management, can be more objective and accurate answers to the questions in the questionnaire, this kind of respondents have a strong persuasive. In addition, there are about three students, this part of the students for the class of class cadres, students will be cadres, in the usual work study, they are relatively more understanding of professional development, so it has a certain representation.

Table 1. Distribution of Sample Data of Gender and Grade

Characteristics	classification	number	Percentage (%)	Effective percentage	cumulative percentage
gender	Male	66	80.8	80.8	80.8
	female	277	19.2	19.2	100
Grade	three grade	32	9.4	9.4	9.4
	fourth grade	311	90.6	90.6	100
total		343	100	100	100

4.2. Exploratory Factor Analysis

Exploratory factor analysis is used to produce sample measurement variables between the factor structure or model. The original index system more is to simplify the measurement indicators, using the ideas of dimension reduction, find out to include the original index information of the few comprehensive index, thus the inner rules of the interpretation of the deeper things. The article uses the exploratory factor analysis. Data show that the value of the test item is, the significance level of the spherical test is less than that of the correlation between the variables. This method can transform a set of related variables into a set of uncorrelated quantities, i.e., the principal components, by means of linear transformation. These principal components are arranged according to the order of variance. These principal components according to the variance of decreasing sequence alignment. Usually the first several principal components selected as factor, corresponding to the variance contribution of each factor to reflect the factors include how many original data information. As shown in the table 2, total refers to the characteristic values of the factors; the variance represents the percentage of the total value of the characteristic value of the factor. According to the principle of feature values, the study selected 6 main factors. From the contribution rate of variance, the sum of the eigenvalues of the first six factors and the total characteristic value show that this factor retains most of the information in the original data, so the first six factors are extracted as the main factor.

Table 2. Main Factor Characteristic Value, Variance and Contribution Rate

factor	initial eigenvalue			Rotating square and loading		
	total	variance %	Cumulative %	total	variance %	Cumulative %
1	2.957	19.132	19.132	2.624	16.740	16.740
2	2.684	16.480	35.612	2.376	15.557	32.297
3	2.191	13.872	49.484	2.315	14.488	46.785
4	1.525	9.746	59.230	2.142	10.212	57.297
5	1.129	8.026	67.256	1.834	9.585	66.882
6	1.078	5.305	72.561	1.603	5.679	72.561

4.3. Factor Loading Matrix

In order to explain the main factor, we adopt the orthogonal rotation of the variance, and the main factor load matrix is rotated, and the rotation matrix is obtained. In this study, all the indexes are in accordance with the above requirements, and the data of this study show that the data in this study have a certain effect on the validity of this study. In this study, the load value is more than two times that of other factors. And the factor loading matrix after rotation is more obvious.

Table 3. The Factor Loading Matrix after Rotation

	Measurement	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
1	case teaching method	0.791	0.080	0.229	0.089	0.197	0.115
2	multimedia teaching	0.702	-0.046	-0.094	0.256	0.217	0.357
3	Simulation training	0.203	0.285	-0.026	0.804	0.126	-0.063
4	etiquette form	0.591	0.290	0.354	0.253	-0.085	-0.048
5	Bilingual teaching	0.251	0.631	0.041	0.322	-0.206	0.382
6	Invited experts	0.613	0.142	0.273	0.095	0.255	0.140
7	Academic lecture	0.053	0.015	0.845	-0.006	0.133	0.092
8	Tourism MIS	0.257	0.003	-0.065	0.194	-0.023	0.826
9	Social activities	0.142	0.026	-0.048	0.244	0.294	0.756
10	Company internship	0.063	0.194	0.342	0.091	0.719	-0.137

The analysis results from the above factors, we can conclude anew in accordance with the rotated factor loading data, which contains 1 factors: case teaching, multimedia teaching, classroom discipline analysis and debate, group activities and enterprises to visit and study, can be summarized as the basis of cognitive practice; factor 2 contains teacher skill demonstration, simulation training, training of tourism information system room and school training base construction, can be summarized as the school professional skills practice; factor 3 contains the field practice, short-term professional practice, training base outside the building and related social services, named for its comprehensive social practice; factor 4 contains physical training, bilingual teaching, academic lectures, professional knowledge and skills competition, international exchange platform and occupation the qualification examination, named "skills development practice"; factor 5 contains holiday practice, graduation practice, practice examination and issuance of work experience certificate, can be summed up as the occupation preparation practice; "6 factors included participation or apply for research projects and personal scientific research thesis writing guide, therefore, can be called professional scientific research and practice.

The practical teaching index system is based on the research of practice, through the scientific analysis method, the development of a new set of open and integration of teaching reference index. Tourism management major is a practical and very professional, undergraduate education needs in the support of theoretical teaching, integration and gradually strengthen the practice of training and quality development, establish a set of application oriented training mode of tourism education. The construction of practical teaching evaluation system of tourism management major is to provide a reference for us to establish and improve the practice teaching of Tourism Management in Colleges and universities.

4.4. Satisfaction Perception

To measure index system of practice covered every multi-item importance, this study measured the various. The average scores of indicators and standard deviation, and its results in rank order, as shown in table 4.

Table 4. Practice Teaching Importance Perception of Average Score

indicators	average score	standard deviation	sorting
Simulation training	4.38	1.217	1
Graduation practice	4.32	0.974	2

Teaching skill demonstration	4.19	0.875	3
school practice base	4.17	0.974	4
Tourism enterprise cooperation	4.07	1.105	5
qualification certificate	3.97	1.039	6
Tourism MIS	3.75	0.892	7
lecture and communicate	3.69	0.719	8
Tourism management experts	3.62	1.132	9
Multimedia teaching	3.46	0.898	10

According to the above table shows that the respondents are important for the important indicators of the indicators, the overall is from important to very important. The score of the high score of the simulation training, graduation practice, vacation practice, skills demonstration, the school training base, classroom analysis and discussion. From this point of view, it is not difficult to find, in the course of the practice of tourism management professional teaching organization, to build a platform, relying on the teacher's guidance design (skills demonstration, training, training students to practice the ability (graduation practice, vacation practice and participation in the classroom analysis and discussion). That is to give full play to the advantages of the school's platform, teachers' professional skills, but also to allow students to become the dominant class, and out of the campus to accept the test of social. Therefore, it can be said that these seven indicators constitute the foundation of the whole practical teaching system; the establishment of the teaching system in these seven bases is a solid and solid. At the same time, we also found that bilingual teaching, in the case of scientific research projects, the score is low, in the "not important" to "general". On the one hand, the bilingual teaching, in addition to some of the characteristics of the school, this is because the students reflect such as hotel English, tour guide English this kind of course, English learning and practice is limited to the classroom, the students really use the opportunity is less, can face to face and the way of foreign exchange. Therefore, this reminds the College of tourism education, in the choice of outside training base, to the high star hotels or travel agencies and other enterprises to provide a platform for students to motivate students to learn the enthusiasm.

This study also visited the college senior student, please their own university of tourism management professional practice teaching actual situation of the construction of the satisfaction scores. Indicators of the scores and rankings are shown in table 5

Table 5. Practice Teaching Index Satisfaction

indicators	average score	standard deviation	sorting
Off-campus practice agreement	4.01	0.972	1
Simulation training	3.95	0.827	2
Skill demonstration	3.92	0.721	3
Professional skills practice	3.83	1.114	4
Body physique training	3.81	0.885	5
qualification certificate	3.75	0.925	6
Multimedia teaching equipment	3.64	1.294	7
Case teaching	3.57	0.854	8
Tourism planning	3.44	0.914	9
Students discuss	3.41	0.931	10

During the interview, the author learned that students are very interested in practical teaching, and also willing to devote time and energy. But in the final evaluation or appraisal process, practice score often only as a reference index for the assessment, the main way of evaluation of students at the school or stay in the theory of Knowledge Q &

A, this would undoubtedly hurt the students participate in practice actively, and fundamentally hinder the practical teaching of. Therefore, specializing in applied and professional tourism management professional in the formulation process of the assessment indicators must be different with other management disciplines, highlighting their practice, the practice achievement examination into the entire credit system in, and to gradually increase its share in the ratio, so as to improve the students' overall satisfaction. In addition, students generally reflect the international exchange program provided by the school is relatively small, the cost of a large independent, many families cannot afford. This reminds us that the school in the proposed international vision of the slogan at the same time, it should be more proactive to go out, to provide more students with more equitable learning channels, so that more students have the opportunity to have the ability to go out of the gate, to the world. Finally, the research project participation opportunities are relatively small, this is mainly because some of the University Teachers' scientific research mostly from the graduate students, doctoral students to participate in, to the students left the space is small, most of them are only involved in some relatively simple questionnaire, can enhance the space is limited, resulting in lower satisfaction.

5. Conclusion

Tourism practice teaching should be an important part of the tourism theory teaching, and it is an inseparable part of the theory teaching. All colleges and universities in the development of tourism teaching outline, teaching of tourism organization arrangement, tourism teaching task of the authoring process, to thoroughly abandon heavy theory, light practice of wrong ideas, completely change the book knowledge and education for the target of short-sighted. Should start from the cultivation of students' practical ability, professional quality, to increase the time of practice teaching, practice teaching related facilities, pay attention to practice teaching evaluation, improve practical teaching methods, teaching content, teaching media, teaching resources, more outstanding application, operability, to help students realize the smooth transition from the classroom to career life, in order to adapt to the new era of the new era of tourism talents. Attention to the practice of tourism management, is to ensure that the implementation of the practice of teaching, from the funding to increase the investment in practical teaching, the introduction of more talent from the configuration of double division, from the platform to strengthen cooperation with the school enterprise. Only in this way can we guarantee the quality of tourism teaching, to enable students to master the practical work in the field of skills and abilities. From basic cognitive practice, school professional skills training to participate in social practice, to develop skills, and ultimately to the professional preparatory practice and scientific research practice. Earnestly implement each plate contains the content and indicators, and in practice continue to develop and improve, so that tourism management professional practice teaching indicator system can play a role and keep pace with the times.

This paper puts forward the establishment of the teaching system of tourism management practice, which is based on the study of cognitive level, teaching arrangement and the ability to control level. Through the training of basic cognitive practice, let the students begin to understand the tourism management professional, and have the basic ability of professional thinking and writing skills, and other basic qualities. With the term of the course, gradually arrange the school professional skills practice and social practice related courses, training students' tourism product planning ability, marketing ability, tourism market analysis ability and information technology applications, and so on. In this at the same time, in the process of the whole system interspersed to expand their practice skills training, by means of physical training, bilingual teaching, professional competitions, provide training and development opportunities for students, learning, from passive to active, so that students play their subjectivity, participation from

teachers to keep personal growth trajectory. Finally, at the end of the educational system, through the preparatory professional practice and professional scientific research and practice two plates, greatly to train students' ability of research and application at this point, the students can clearly identify their own professional interests. In between work and studies to find their own reverse, complete, perfect the thief becomes. The level of teaching is gradually deepened, which is consistent with the general order of the natural process of learning and the ability to develop. Four years of overall arrangement, both to ensure the integrity of the practice teaching, but also a clear focus of the various stages, both to the students' personality development, and to ensure the overall optimization of teaching.

To establish a fair and reasonable assessment system and can effectively mobilize the learning enthusiasm and subjective initiative. Many colleges and universities in the review of the practice link of tourism management take the appraisal way, and the credit evaluation system, with the selection of student scholarships, Miyoshi students and other honors are not linked. This is a certain degree of the enthusiasm of the students to participate in the practice. During the period of school, students should participate in extracurricular training, field practice, social service and other activities, so as to improve their physical quality, practice innovation ability and aesthetic appeal, in order to establish a correct outlook on life. Therefore, the establishment of scientific evaluation system should be included in the above content, to encourage students to actively participate in the learning of the second classroom, continuous development and improve themselves. The construction of the practical teaching system of tourism management major is not fixed, but it should be updated with the development of time. In the existing teaching methods, teaching content, teaching methods, based on continuous innovation, the introduction of the tourism management professional to inject new vitality. From the simple emphasis on theory education, to the present theory and practice, in the future teaching arrangement, the tourism education should also think through what kind of way, way, can make the theory and practice more closely, the real theory to guide practice, practice to promote the development of theory. The true to let the graduates of the tourism management professional love their professional, dedicated to their own professional.

Acknowledgements

WU Ling is corresponding author .The work of this paper is supported by Anhui provincial education department Quality engineering Project: Tourism hotel university-enterprise cooperation practice education base (Grant No. 2013SJJD027); Teaching team of Management (Grant No. 2014jxtd042); Teacher studio (Grant No. 2014msgzs165); Anhui province major teaching reform research projects: Management class specialized practice teaching mode of the local applied universities (Grant No. 2014ZDJY135).

References

- [1] Z. Zeng, "Jiangxi Tourism Improve Function of E-Business Portal", *Procedia Engineering*, vol. 29, (2012), pp.1762-1766.
- [2] S. Hubackova, "Business German for the Management Tourism Students", *Procedia - Social and Behavioral Sciences*, Vol.131, (2014), pp.248-252.
- [3] V. Nicula, "Business Tourism Market Developments", *Procedia Economics and Finance*, vol.16, (2014), pp.703-712.
- [4] S. Curtin, "Lessons from Scotland: British wildlife tourism demand, product development and destination management", *Journal of Destination Marketing & Management*, vol. 2, no.3, (2013), pp.196-211.
- [5] R.M. Dudensing, "Perceptions of tourism promotion and business challenges: A survey-based comparison of tourism businesses and promotion organizations", *Tourism Management*, vol.32, no.6, (2011), pp.1453-1462.
- [6] A. Razzaq and N. Mohamad, "Developing Human Capital for Rural Community Tourism: Using Experiential Learning Approach", *Procedia - Social and Behavioral Sciences*, vol.93, (2013), pp. 1835-1839.

- [7] A. Akbaba, "Understanding Small Tourism Businesses: A Perspective from Turkey", *Journal of Hospitality and Tourism Management*, vol.19, no.1, (2012), pp.31-47.
- [8] N. Syafiah, "Trust and Repurchase Intention on Online Tourism Services among Malaysian Consumers", *Procedia - Social and Behavioral Sciences*, vol.130, (2014), pp. 577-582.
- [9] A.Selby, "The realisation of tourism business opportunities adjacent to three national parks in southern Finland: entrepreneurs and local decision-makers matter", *Forest Policy and Economics*, vol.13, no. 6, (2011), pp.446-455.
- [10] M.Joseph, "Pilot Study to Assess the Readiness of the Tourism Industry in Wales to Change to Sustainable Tourism Business Practices", *Journal of Hospitality and Tourism Management*, vol.18, no. 1, (2011), pp.130-139.
- [11] J. Balaguer, "Relationship between spatial agglomeration and hotel prices. Evidence from business and tourism consumers", *Tourism Management*, vol.36,(2013), pp.391-400.
- [12] A. Guizzardi, "Tourism demand for Italy and the business cycle", *Tourism Management*, vol.31, no. 3, (2010), pp.367-377.
- [13] D. Park, "Successful managerial behaviour for farm-based tourism: A functional approach", *Tourism Management*, vol.45, (2014), pp.201-210.
- [14] M. Fuchs, "Big data analytics for knowledge generation in tourism destinations – A case from Sweden", *Journal of Destination Marketing & Management*, vol.3, no.4, (2014),pp.198-209.
- [15] J. Jason, "Exploiting multi-agent platform for indirect alignment between multilingual ontologies: A case study on tourism business", *Expert Systems with Applications*, vol.38, no.5, (2011), pp.5774-5780.
- [16] A. Lemmetyinen, "The key capabilities required for managing tourism business networks", *Tourism Management*, vol.30, no.1,(2009), pp.31-40.