

## THE INFLUENCES OF TOURISM PRODUCTS (PRIMARY vs SECONDARY) AND ACCESSIBILITY (INTERNAL vs EXTERNAL) ON THE SATISFACTION OF EDUTOURISTS IN KUALA LUMPUR CITY

Iman Zare Moeyadi<sup>1</sup> and Ahmad Azmi M.Ariffin<sup>1</sup>

**Abstract:** *The main purposes of this study are to examine the influence of attributes of a city (namely primary and secondary) as well as accessibility (internal and external) on the satisfaction levels of edutourists. This study involving 320 respondents was conducted in Kuala Lumpur, Malaysia. The target population was international students staying from one day to one year in Kuala Lumpur who were enrolled in a short term language enhancement programme. Questionnaire survey was the main method of data collection. The results showed that primary product, secondary product and internal accessibility are positively correlated with tourist satisfaction. Based on the multiple regression analysis, secondary products has significant relationship with overall satisfaction level of the students.*

**Keywords:** *Edutourism, Satisfaction, City Image.*

### STUDY BACKGROUND

Because tourists cannot try out, test drive, or sample a vacation or tourism experience, first impressions are critical. First impressions help to determine the level of quality tourists should expect from their encounter. Bruner (1951) described a three phase process of image formation that can be applied to the creation of tourists' images as they interact with an environment. Bruner suggested that tourists bring images of destinations with them when they travel. Even before they reach the destination, they imagine themselves there. He called the first stage *hypothesis* (Bruner, 1951). The second stage, *input*, referred to the interaction with the destination, when tourists attempted to achieve their intended objectives for being in the destination, and was the totality of the experience. The third stage was referred to as *check*, which was a comparison of their expectations and pre-conceived notions about the destination with the actual experience (Bruner, 1951). Bruner's process of image formation suggests that developers and managers of tourism destinations can manipulate a physical setting to help stage positive experiences by tourists.

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<sup>1</sup> UKM-Graduate School of Business, Universiti Kebangsaan Malaysia

During a vacation experience, first impression and subsequent impression cues come from the environment (Bitner, 1992). Sensory cues are detected by tourists and processed in their minds. As tourists move through a destination, they scan their environment looking for clues about the destination and its quality. A tourist reacts to the environment both cognitively and affectively based on the sensory cues (Bitner, 1992; Rapoport, 1982; Nasar, 1983; Batra and Ahtola, 1991; Voss, Spandenbergh and Grohmann, 2003), which can be positive, negative, or neutral. It is the goal of the tourism destination to be sensitive to the needs and desires of the tourists.

The destination should try to anticipate the types of experiences that tourists are seeking and what types of sensory cues will foster the registration of high quality assessments that will, in turn, help facilitate successful and positive experiences for tourists. This dissertation builds upon the marketing, tourism and environmental psychology literatures in exploring how student tourists function in, and respond to, their physical surroundings of the city namely, Kuala Lumpur, where they study. It is undergirded by the belief that a better understanding of this phenomenon will assist tourism managers in facilitating favorable guest experiences.

The idea of manipulating a physical environment to attract and retain customers and tourists is not new, but is rather a new concept when it comes to tourists as being students who have chosen a city as being their tourism as well as education destination. For long leisure industry was advised to create the right environment for audience as it is recognized as a key to developing a successful, profitable, and hopefully long-term relationship with clientele and hence more and more players within the leisure industry are putting these theories into practice, and finding they are having a positive impact on their customer's experience and their balance sheet. When it comes to edu-tourism, however, not much effort has been put in recognizing the effects of physical attributes of the city on the student tourists decision on choosing a city as a tourist destination. Thus, this study aimed at finding the relationship between the physical features of Kuala Lumpur as a popular tourist attraction and students' overall satisfaction level.

## **OBJECTIVES OF THE STUDY**

The specific objectives of the study are:

1. To explore different attributes of the city, *i.e.* Primary products, Secondary products, External accessibility, Internal accessibility or Image of KL that influence respondents' satisfaction; and
2. To determine which category of attribute have the strongest influence on respondents' satisfaction.

## **RESEARCH HYPOTHESES**

The review of literature in Urban tourism, Edutourism and satisfaction that guided the formulation of the research hypotheses is reported in Chapter II. The environmental psychology of urban tourism literature identified several factors which people use to make assessments about preference. The research has suggested that features of the environment shape our preferences. This study used the study by S. Ben-Dalia *et al.* (2013) and the literature to come up with 5 elements:

1. Primary products;
2. Secondary products;
3. External accessibility;
4. Internal accessibility; and
5. Image.

The study hence aimed at finding out the preference which is tied to the formation of students' satisfaction (Cronin and Taylor, 1994; Cronin, Brady and Hult, 2000; Crompton and Childress, 1997; Baker and Crompton, 2000; Tian-Cole, Crompton and Willson, 2002).

This research used alternative hypotheses knowing that the nature of the this project is so much related to business research.

- H1: There is a significant positive relationship between Primary Products of KL and students' satisfaction level.
- H2: There is a significant positive relationship between Secondary Products of KL and students' satisfaction level.
- H3 : There is a significant positive relationship between External accessibility of KL and students' satisfaction level.
- H4: There is a significant positive relationship between Internal accessibility of KL and students' satisfaction level.
- H5: There is a significant positive relationship between KL's Image and students' satisfaction level.

## **LITERATURE REVIEW**

This chapter reviews the three main concepts which are central to the research goals of this paper. They are: the edutourism, urban tourism, and satisfaction.

### **Urban Tourism**

Ashworth and Tunbridge (1999) and Pathumporn and Nakapaksin (2015) identified three characteristics of tourism in cities: first, the tourism activities of cities exist within a wider regional and national tourism context, whether in terms of

organizational structures, visitor place-images, spatial patterns of visitor behaviour, or distributions of tourism resources. The urban central place occupies a pivotal position within the functional networks in the wider regional hinterland. Secondly, and to an extent contradictorily, cities exist within functional networks with each other regardless of, and separate from, their regional or national context. This is particularly marked in tourism where a mixture of inter-urban cooperation and competition can create various sorts of national and international tourism circuits. Finally, tourism in cities is dominated by variety, in two senses. The variety of facilities on offer to visitors, and thus the variety of types of holiday experience, is in itself one of the main attractions of cities. Equally these facilities are rarely produced for, or used exclusively by, tourists but are shared by many different types of user: in short, the multifunctional city serves the multimotivated user (Shaw and Williams 2004).

More recently, Daniels and Bryson (2002) have argued that the ongoing transformation of advanced economies has yielded increasingly complicated production chains that frequently blur the boundaries between the service sector and manufacturing. Following on from the above, two general conclusions (Law 2002) appear that are particularly relevant to cities: first, economic activities are much more locationally footloose than they were in the past and, as a consequence, firms have a greater choice of locations. Cities have to be competitive to retain firms and to attract new activities. A second conclusion is that there is a great variety in the experience of cities in the developed world. The worst affected have seen a decline of output or employment; poor environments left behind by industrialization and deindustrialization which have reinforced a bad image and made it difficult to attract new economic activities. Others have suffered less from deindustrialization and have an economic structure more predisposed towards growth. Location in the 'right' part of the country coupled with a relatively favourable image has enabled them to attract new economic activities. So-called world cities have been the beneficiaries of globalization, attracting business from an increasingly interconnected world.

Under broad-based economic changes, Law (1993) identified four factors that have propelled cities toward the service sector development, including tourism: the decline of long-established manufacturing activities; the need to create new economic activities or face high unemployment; the perception of tourism as a growth industry; and the hope that tourism development will result in the regeneration and revitalization of urban cores. This author would add two more to the list, that is, rapid globalization and the still important role cities play in the process of capital accumulation (Nyiri, Pal, 2006). The intersection of these trends has led to two distinct forms of tourismurbanization: one is the redevelopment of

manufacturing centres as novel tourism sites, and the other is the creation of new resorts to ride the wave of the contemporary tourism boom (Chang *et al.* 1996). In order to attract mobile investment and activities, cities must first gain attention in an increasingly competitive situation and this has meant that increased attention has been devoted to the creation and propagation of urban images.

### **Educational Tourism**

Both education and tourism are commonly considered as “industries” or “sectors” whose institutions can be shaped and regulated at many geographic levels. The literature usually treats them as “service” or “tertiary” sectors, that part of the economy which has been ascendant for the past few decades as de-industrialization proceeds, especially in the developed world. Commonly identified as key institutions in “the knowledge economy,” boosterist comments surround higher education as they do for any “industry” undergoing rapid growth in a competitive environment.

Conceived this way, as with any other form of trade, countries can be seen as “net exporters” or “net importers” of education. Several researchers (Ritchie, 2003; Bywater, 1993; Smith and Jenner, 1997; Roppolo, 1996) have acknowledged the difficulties of defining *educational tourism* and these are reviewed in this section. Still, definitions have been suggested and these are investigated here as starting points upon which to build. Ritchie (2003) notes that “although many writers identify *educational tourists*, little comprehensive discussion of this type of tourism has taken place.” Even though there has been tremendous growth in both flows of international tourists and of international students in recent decades, empirical or theoretical work on their convergence is not that common. Bywater (1993) and Smith and Jenner (1997) also note the dearth of statistical data and the rarity of explicit research, making it difficult to examine the demand and nature of educational tourism. Ritchie (2003) detects difficulties in conceptually bounding the term given much of the crossover between educational tourism and other tourism types and products. Roppolo (1996) notes that there are “many areas yet to be examined empirically concerning the links between education and tourism.” Smith and Jenner (1997) contend that “the concept of travel for education and learning is a broad and complicated area, which explains why tourism academics and industry have, to date, largely ignored this field.”

Kalinowski and Weiler (1992) note that *educational travel* can comprise a “diversity of experiences as well as a variety of settings and products supplied to them.” Without offering an explicit definition, they contend that “*educational tourism* goes beyond a curiosity, interest, or fascination for a particular topic. It involves a travel experience in which there is organized learning, whether it be formal or experiential.”

Bodger (1998) defines *educational travel* as a “program in which participants travel to a location as a group with the primary purpose of engaging in a learning experience directly related to the location.” Thus, something is studied ‘in its context.’ He draws the distinction between a ‘true educational travel program’ where the learning experience is the focus as opposed to the program where the educational element is additional to the main purpose. He notes that educational travel can be directed and meaningful and that the “daily exposure to a different set of cultural values can lead to dramatic changes in a participant’s perceptions and attitudes. “Such a definition has a certain degree of merit, though is also problematic, in that it can be difficult to establish what something’s context is exactly. Second, he appears to exclude individuals traveling independently to a place and enrolling in a course of study. Again, no temporal or geographic elements are discussed in his formulation and thus educational excursions of a few hours in duration destined for the next town, could be subsumed under his use of the term.

Ritchie’s (2003) definition of educational tourism appears to go the farthest in defining the parameters of the term and is the most useful upon which to build for this current research. He believes that “an educational tourist...may be considered as a person who is away from their home town or country overnight, where education and learning are either the main reason for the trip or where education and learning are secondary reasons but are perceived as an important way of using leisure time.” Therefore, educational tourism can be defined as “tourist activity undertaken by those who are [on] an excursion for whom education and learning is a primary or secondary part of their trip. Education tourism can be independently or formally organized and can be undertaken in a variety of natural or human-made settings” (Ritchie, 2003).

### **Satisfaction**

Hunt (1977) described satisfaction as an evaluation of an emotion. Rust and Oliver (1993) carried this further suggesting that satisfaction reflects the degree to which a consumer believes that the possession, product or use of a service evokes positive feelings. Oliver (1997) compared satisfaction to “an individual pursuit, a goal to be attained from the consumption of products and the patronization of services”. He offered three reasons why satisfaction is important to consumers.

1. Satisfaction itself is a desirable end state of consumption or patronization; it is a reinforcing, pleasurable experience.
2. It obviates the need to take additional redress actions or to suffer the consequences of a bad decision.
3. It reaffirms the consumer’s decision-making prowess.

The word “satisfaction” is derived from the Latin words *satis* (enough) and *facere* (to do or make) (Oliver, 1997). Oliver (1997) stated, “satisfying products and services have the capacity to provide what is being sought to the point of being ‘enough’. These terms illustrate the point that satisfaction implies a filling or fulfillment”. However, Oliver pointed out that it encompasses more than mere fulfillment. Satisfaction describes the consumer’s experiences – it is the end state of a psychological process.

Oliver suggested that consumers assess satisfaction at interim stages, as well as at the final stage, and that interim judgments will have an impact on the final assessment of satisfaction. Thus, as tourists move through a destination, interaction with individual elements and employees will be individually judged. Tourists generally can state how satisfying each of these events is perceived to be. Collectively, the series of events comprise a tourist’s experience so, at the end of a visit, the overall extent to which desired benefits such as novelty, education, excitement, etc., have been attained can be evaluated by the level of satisfaction. In addition to this, the resulting level of satisfaction can be assessed by comparing it to the expected satisfaction level that the visitor anticipated. “Thus, satisfaction can be viewed in terms of singular events leading up to a consumption outcome and as a collective impression of these events. Moreover, consumers can be satisfied or dissatisfied with the level of satisfaction received” (Oliver, 1997).

Baker and Crompton (2000) argued that satisfaction refers to an emotional state of mind after exposure to an opportunity, and pointed out that satisfaction cannot be controlled by management and may be influenced by extraneous events like climate or social group interactions or the tourists’ moods, dispositions, or needs. These influences are generally outside the providers’ control.

The expectancy disconfirmation paradigm has been the main conceptualization guiding operationalization of satisfaction (Oliver, 1997). It suggests that visitors assess satisfaction by relating perceptions of their experience to expectations, and this assessment either confirms their expectations, negatively disconfirms their expectations (worse than expected) or positively disconfirms their expectation (better than expected).

Within the marketing literature, numerous studies have supported the role of disconfirmation in influencing satisfaction in a multitude of contexts (Bearden and Teel, 1983). Similar findings have been reported in the tourism literature (Pizam and Milman, 1993).

Petrick (2004) operationalized satisfaction as an overall assessment and measured the construct with a single-item, 10 point scale. Petrick found satisfaction to be the least predictive variable on behavioral intentions, as compared to quality

and value, but argued that it was possible that this occurred as a result of measurement error, since it was operationalized as a single-item measure which was inherently more susceptible to error variance (Tabachnick and Fidell, 1996).

This review of literature suggests that satisfaction is predominantly an affective based response relating to the quality of experience. Satisfaction is an emotional state of mind which results from high quality experiences. Research has found it related to, but distinct from, quality, which relates to elements which are under the control of management. Research has consistently found satisfaction to be an effective predictor of behavioral intentions. However, there has not been a definitive understanding of whether quality or satisfaction is a stronger predictor of behavioral intentions. While most researchers concur that satisfaction is rooted in the expectancy disconfirmation paradigm (Oliver, 1997), its operationalization has been less clear. In the recreation and tourism field, it has been operationalized with benefits derived from the Recreation Experience Preference Scales, as well as with an overall assessment measured with a single-item scale.

Given this review of literature relating to educational tourism, Urban tourism and satisfaction, the present study attempts to identify the specific features of the environment or setting that provide indications of the satisfaction (quality of experience) emanating from a visit to a tourism attraction or destination but not to merely visit and also to study in that tourism destination. It is hypothesized that perceptions of quality of experience are strongly influenced by tourists' impressions as they move through a destination and as they are exposed to different attributes of the city, beginning with their initial arrival at their destination. Once in the setting, tourists continue to evaluate the destination based on environmental cues. They cognitively and affectively process this information, and decide how to interact with the setting in order to maximize their experience. Thus, the attributes and characteristics of the city influence experience of quality, and the level of satisfaction derived.

## RESEARCH METHODOLOGY

### Study Design

The study's goal was to determine the effect of Kuala Lumpur's attributes as the learning environment on student tourists' experience and their overall satisfaction level. Given that Kuala Lumpur contains numerous unique attributes, and that experience of a setting can be created based on stimuli other than these physical features, such as sounds, temperature, and smells, it was decided to delimit the study by focusing merely on KL's primary products, *i.e.* factors that include the main reason for tourists to visit a city like natural environment, weather, etc; KL's



secondary products, *i.e.* factors of the city that need to be provided in order for tourists to enjoy its primary products like pubs, night life, etc; KL's external accessibility, *i.e.* how easy it is to get to the city from outside the country like number of flights to their home country; KL's internal accessibility, *i.e.* convenient conditions for getting around the city from one part to another like taxi facilities, LRT, etc; and KL's image, *i.e.* students' perception of KL.

Students were given a questionnaire with the items that were classified in the abovementioned categories and they were asked to find to what extent the given items contributed to their choosing KL as their education destination and to what extent such features of the city affects students' overall satisfaction.

The review of literature suggested that the study site should contain features elements from both urban and natural settings so both man-made and natural elements were brought about in the form of one of the 5 categories given earlier. according to the literature features of the city or a natural environment can be categorized differently based on the participants perception (Finlay, James and Maple, 2010). Thus, the study used the classification introduced by Dalia mainly because all the items proposed in the model could be found and applied to the context of KL.

The premise for this research was that certain features of the city, be it primary, secondary, etc. would lead to higher levels of satisfaction. From the review of urban tourism literature, five characteristics were identified and examined in the study (MacKay and Fesenmaier, 1997; Kaplan, Kaplan and Ryan, 1998). They were:

1. Primary products,
2. Secondary Products,
3. External Accessibility,
4. Internal Accessibility, and
5. Image.

Further description of these Categories is provided in Table 1. In order to specifically examine these features each category was given at least 10 sub categories to represent the details of each variable. in order to come up with these features the researcher heavily relied on the given literature and the chosen items were classified by taking the nature of each category into consideration.

## **MEASUREMENT**

### **Five attribute categories of Kuala Lumpur**

To assess respondents' experience of the city features and their effects on their overall satisfaction items, they were asked to "Please circle the number (response) that corresponds to your answer" on a Likert-type scale from 1 (strongly disagree) to 6 (strongly agree). Some of the polar terms on the Likert type scales were modified

**Table 1**  
**Description of Variables**

<i>Name</i>	<i>Description</i>	<i>Examples</i>
Primary Product	The main reason for tourists to visit a city	Modernity, Weather, Sightseeing, etc.
Secondary Product	Factors of the city that need to be provided in order for tourists to enjoy its primary products	Accommodation, Shopping malls, pubs, restaurants, expense, etc.
External Accessibility	How easy it is to get to the city from outside the country	Flight, Flight frequency, etc.
Internal Accessibility	Convenient conditions for getting around the city from one part to another	Buses, taxis, LRT, Train, etc.
Image	People's General perception and Presumption	Perception of social class, Religion, metropolitan

and reworded so they would appropriately relate to the individual item, which enhanced the readability and clarity of the questions. Given the goal was to assess respondents' general overall experience of the KL's features and characteristics, each item was measured with a single-item scale. Thus, for all the given categories representing features and characteristics of KL, students were asked to answer the scale which ranged from 1 (strongly disagree) to 6 (strongly agree).

### **Satisfaction**

Overall satisfaction was measured by a three-item, six-point modified semantic differential summation ratings scale, which has been utilized in previous research (Tomas, Scott and Crompton, 2002). The three items were generally about students' overall experience of happiness and satisfaction with the service and facilities they received in KL. students were asked to answer the scale which ranged from 1 (strongly disagree) to 6 (strongly agree).

### **Survey Instrument Pilot Test**

The questionnaire was pilot tested before being distributed to the experiment's sample. Students of the language centre were asked to review the survey and provide written comments on questions that were unclear and to provide suggestions for improvements. A total of 34 responses were obtained. In addition to their written comments, follow-up discussions occurred with several of the respondents to gather more in-depth feedback. The information obtained through the pilot study was used to modify and improve the functionality of the questionnaire. For example, several respondents suggested that the questions should be simpler as they had problem understanding the questions. Additionally, several semantic changes were recommended to clarify instructions.

### **Reliability**

Results of the reliability tests are presented in Table 2. Variables having a Cronbach's alpha of greater than 0.7 are considered to have satisfactory internal consistency (Pallant, 2001). The thirteen items comprising the primary products satisfaction variable had a very good internal consistency, with a Cronbach's alpha of 0.801. The twenty-one items measuring secondary products had a Cronbach's alpha of 0.779. CITC scores revealed that "I study in KL because KL has good restaurants" was perhaps measuring a different latent construct. However, it was felt that this item represented a key component of the experience that students go through, which was not captured by the other items and, therefore, was important to the variable. Additionally, removing this item from the variable only increased the Cronbach's alpha to 0.84 from 0.779, so it was decided to retain this item in the variable.

The four items measuring External accessibility had a Cronbach's alpha of 0.84 which is considered to be a good internal consistency. The seven items comprising the internal accessibility satisfaction variable had also a very good internal consistency, with a Cronbach's alpha of 0.824. The ten items measuring city's image had a Cronbach's alpha of 0.73. Finally, the three items measuring students' overall satisfaction had a Cronbach's alpha of 0.862.

**Table 2**  
**Reliability for the variables**

<i>Variables</i>	<i>Cronbach's Alpha</i>
Primary Products	0.801
Secondary Products	0.779
External Accessibility	0.84
Internal Accessibility	0.824
Image	0.73
Satisfaction	0.862

### **Sampling and Data Collection**

The target population was International students staying from one day to one year in Kuala Lumpur who were enrolled in a short term language enhancement programme. It was decided to use students from these short term classes because enrollees in such language classes often include students from different disciplinary backgrounds. Students were asked to participate in a survey at their leisure. Instructors in the chosen courses passed out instructions and a letter explaining the survey to all students in their classes.

A total of 320 students were asked to complete the final survey instrument. Of those, 238 surveys were completed and submitted by the students, yielding a

response rate of 74.3%. Several instructors awarded extra credit points to those students who participated in the survey but, given the method of data collection, there was no practical way to examine non-response or wrongly responded. All the respondents were asked to go through all the questions in the questionnaire and they were not given the right to choose any specific parts. They were asked to answer 58 questions in total.

### Data Analysis Procedures

The data were analyzed using SPSS version 20.0. SPSS was used to obtain general information about the dataset such as means and standard deviations, as well as to analyze items in the questionnaire. The data were first examined by using descriptive statistics such as frequencies, means, and standard deviations to develop profiles of the total sample and to identify the distribution of the sample. Next, reliability scores to determine how well the latent variables were described by the observed variables. Eventually in order to analyze how strongly interrelated the independent variables in a model are a multiple regression analysis was implemented as well.

## RESULTS

### Characteristics of Study Respondents

The sample was comprised of 89 of males (37.4%) and 149 females (62.6%). Nearly half of the students namely 115 students (48.7%) were from Korea, one-thirds namely 70 students (29.4%) were from Saudi Arabia, and 53 students were from Iran (22.26%). 180 respondents (75.6%) have been staying in KL from 4 to 7 months, over 20% of respondents (48 students) just arrived in KL and were staying in KL for less than a month and less than 5% (10 students) have been living KL for more than 7 months. Only about 5% of respondents had never visited KL before.

### Multiple Regression Analysis

The results of the multiple regression performed to test the hypotheses of this study are as below:

Model summary				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.853 <sup>a</sup>	.728	.592	.42684

<sup>a</sup>*Predictors:* (Constant), Primary Products, Secondary Products, External Accessibility, Internal Accessibility, Image

ANOVA<sup>a</sup>

Model	Sum of Squares	Mean Square	F	Sig.
1	Regression	8.781	.976	5.355
	Residual	3.279	.182	
	Total	12.060		

<sup>a</sup> Dependent Variable: Satisfaction

<sup>b</sup> Predictors: (Constant), Primary Products, Secondary Products, External Accessibility, Internal Accessibility, Image

Variables	E	SE	Std Beta	t	Sig.	Tolerance	VIF
	0.566	0.888		0.637	0.532		
Primary Product	-0.257	0.176	0.215	1.456	0.163	0.691	1.448
Secondary Product	0.575	0.183	0.493	3.137	0.006	0.611	1.637
External Accessibility	-0.021	0.156	-0.024	-0.136	0.893	0.489	2.045
Internal Accessibility	0.123	0.123	0.143	0.998	0.332	0.739	1.352
Image	0.473	0.197	0.515	2.397	0.028	0.327	3.060

About 72.8% of the variations in the satisfaction level are explained by Primary Products, Secondary Products, External Accessibility, Internal Accessibility, and Image as predictors. The F of 5.355 is highly significant (< 0.001), so the variables explain a large portion of the variance in the dependent variable. Although the model results appear strong, not all independent variables is significant at Type 1 error rate of 0.05. Each independent variable shall be analysed based on the beta coefficient ( $\beta$ ). It is noted from the above table that  $\beta$  of all the independent variables are between the theoretical range of (-1.0 to 1.0). Also, the  $\beta$  for all independent variables is positive except for External Accessibility.

The multicollinearity in regression analysis refers to how strongly interrelated the independent variables in a model are. If it is too high, the individual parameter estimates become difficult to interpret. In the study, the Variance Inflation Factors (VIFs) for all parameters are below 5.00.

From the above analysis, we can conclude the following hypothesis:

H1: There is a significant positive relationship between primary products and satisfaction level of the students.

Based on the F-test there is enough evidence to reject null hypothesis, the beta coefficient is 0.257 which means that the primary products are positively correlated with students level of satisfaction.

H2 : There is a significant positive relationship between secondary products and overall satisfaction.

Based on the F-test, there is enough evidence to reject null hypothesis and the beta coefficient is 0.575 which means that the secondary products are positively correlated with overall satisfaction.

H3: There is a significant positive relationship between external accessibility and overall satisfaction level.

Although the F-test suggests there is enough evidence to reject null hypothesis, the beta coefficient is  $-0.24$  which means that the external accessibility is negatively correlated with satisfaction level.

H4: There is a significant positive relationship between internal accessibility and overall satisfaction.

Based on the F-test, there is enough evidence to reject null hypothesis and the beta coefficient is  $0.123$  which means that the internal accessibility is positively correlated with overall satisfaction.

H5: There is a significant positive relationship between KL's image and students' satisfaction level.

Based on the F-test, there is enough evidence to reject null hypothesis and the beta coefficient is  $0.473$  which means that the Kuala Lumpur's image is positively correlated with satisfaction level of students.

Based on the multiple regression analysis, *secondary products* and *city's image* have significant relationship with overall satisfaction level of the students.

## DISCUSSION

Despite what it was expected, the results of the multiple regressions on the effect of primary products and features revealed that there is no significant relationship between the main attributes of the city that many tourists yearn for and the satisfaction level of student tourists. This can be elaborated in the way that main attractions of the city for travellers and tourists like sightseeing, cultural places may play no role in student tourists' satisfaction level towards the city they have chosen as their study destination. This may also prove that such factors may be the most important to travellers and tourists who are aiming at staying in a place for a short period of time but when it comes to long term decision of the tourists to choose the place as a perpetual place to live in the role of this variable may fade.

As far as the second dependant variable, namely Secondary products, is concerned, these variables as expected play an important role in tourist students' satisfaction with choice of the city. These products that include items like accommodation, cost of living, etc. are the ones that may convince many of the tourist students to stay or change the place they have chosen as their education destination. Hence surprisingly secondary attributes of KL seem to be playing a more important role in the extent students express satisfaction.

When it comes to External accessibility, predictably, students may not find these features of Kuala Lumpur as important as the other two previously mentioned

dependent variables. This could be partially because many of these foreign students are coming from faraway places and even though Kuala Lumpur has many ways to make it possible for these students to travel back to their countries, the expenses may probably turn this feature of the city into an attribute which may not be that important in students' satisfaction and hence the results of a multiple regression does not show a presence of a relationship between external accessibility feature of KL as a city and student tourists' satisfaction level.

As for the Internal accessibility, despite the perception that public transport and accessibility to different parts of the city may be playing an important role in making students satisfied of the present situation they are in, the results of the multiple regression shows that no significant relationship exists between this attribute of the city, internal accessibility and students' satisfaction level. This based on the interviews maybe partially due to the fact that many of these students are staying in places close to their studying place and this makes this attribute of the city less outstanding compared to the times they are living in other parts of the city far from their centres. This could be partially due to the fact that the centres are providing students with hostel and as a result the need for public transport and signage has drawn to minimum.

Finally city image, has shown positive significant relationship with students' satisfaction level. This may involve students' perception of the place they would be studying in. This could originate from the fact that they consider KL as an ideal place to study in and many of these students had even chosen to study in this city before they travel to the city. Another important reason for why this attribute of the city is one of those contributing to students' satisfaction level is that many of these students choose a city as their study destinations because they feel it is having the same ideological patterns and they can fit in an easier way. Image is of paramount importance in tourism activity where 'primary resources' (climate, monuments, traditions, ecology) and 'secondary resources' (accommodation, transport, catering, activities) are the basis for the production of services. Thus, the effort of projecting great image would definitely help to increase level of satisfaction.

## **THEORETICAL AND PRACTICAL IMPLICATIONS**

Results of the current study have both theoretical and practical implications. Theoretically, the results provide support for previous research that has found overall quality of experience and satisfaction to be related to features of the urban destination. (Baker and Crompton, 2005; Tian-Cole, Crompton and Willson, 2009). This study further explored this relationship, and found that overall satisfaction of student tourist who are composing a category of tourists was also directly related to attributes of the city under study.

The results of this study demonstrate the potential effectiveness of further research. These research methods can be applied to other attributes of destinations (such as building facades, spatial layouts, perceived safety or security, and intended recreational use) or other concepts in marketing including perceived value, branding, loyalty, and perceptions of price. The effect of attributes of the city or a tourist destination on confirmed the findings of previous research which suggested that improving these constructs would positively affect overall satisfaction level (Cronin, Brady and Hult, 2008; Baker and Crompton, 2000; Tian-Cole, Crompton and Willson, 2009).

Thus, people in charge of cities being known as tourist destinations should strive to provide quality features in any of the given categories for visitors as well as strive to ensure visitors will have a satisfying experience. This in turn would motivate more and more students to influx into these countries as he present research suggests attention to the visual quality elements can help ensure high quality, and satisfying experiences.

#### **LIMITATIONS OF THE STUDY**

A primary limitation is the generalizability of the results. Because respondents were all short term students studying in one language centre. Generalization of their responses is not possible. This study only focuses on students who are for improving English and not other types of students. Additionally, a full experience of an urban setting is likely to employ the sense of smell (pollution, trash) and of sounds (traffic, commotion). These are also visual elements that connote urban settings, such as the addition of cars, streets, utility poles, or billboards. Perhaps if these items had been depicted in the questionnaire they would have been a stronger indicator of an urban environment.

There were only two attributes out of five that had significant positive relationship with the overall satisfaction levels, this triggers the thought that the way in which the question asked respondents to rate the items were worded inappropriately.

#### **SUGGESTIONS FOR FUTURE RESEARCH**

The importance of the features of environment in tourism settings has received much attention. However, little work has examined the impact of the visual environment to on-site tourism experiences. This area of research deserves more attention. Continuation of this line of research on on-site visual quality will complement the robust body of literature that has investigated marketing effectiveness and destination image. It may usefully be extended to explore the congruence or misalignment of destination image as produced in advertising with onsite assessments of the destination image.



The study contributes to the tourism and marketing literatures and helps to bridge gaps between the urban tourism, tourism, and marketing literatures. It further examined the relationships between given attributes of the selected tourist destination and satisfaction.

## CONCLUSION

As expected, this study reveals that there is a relationship between certain attributes of the city and students' satisfaction. Specifically, the results show that

- (i) there is a strong and positive relationship between secondary features of the city and students' satisfaction level and
- (ii) the city image also significantly gives a strong relationship towards students' satisfaction level.

Since the introduction of Edutourism the number of student tourists moving out of their countries travelling to the right studying destination is increasing day by day. This of course makes it more difficult for these destinations as students are getting more and more scrupulous in choosing their right destinations. In order to remain competitive, these cities, hence, have to pay attention to those features that contribute to students' satisfaction level. This study focused on these attributes of the city itself that can have this contribution.

Out of the 5 chosen attributes Secondary products of the city including the accommodation, food, facilities seem to be having strong relationship with the tourists satisfaction. This is though predictable as many of the student tourists have the secondary intention of enjoying themselves when studying abroad. Thus, the more facilities being provided the higher level of satisfaction is expected.

As for the next important feature, image, Previous studies have shown that projecting a good image is a recipe for success. Image is usually defined in terms of tourists perception of the place and the extent students appreciate or depreciate a travel destination. In order for KL to remain as one of the popular studying destinations, it has to provide the students with the attributes that increase their level of satisfaction.

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