

Tourist Perceptions of Tour Guide Competencies to Co-create Memorable Tourism Experiences

Abstract

Brighton HUROMBO 

Department of Tourism and Hospitality Management, University of Botswana, Botswana, Email,

hurombob@yahoo.co.uk

Corresponding author

Elton VAKIRA 

Department of Human Capital Development, Lupane State University, Lupane, Zimbabwe, Department of Industrial Psychology, University of the Western Cape, Cape Town, South Africa Email, eltonvakira@gmail.com

Ngoni C. SHERENI 

School of Tourism & Hospitality, College of Business and Economics, University of Johannesburg, Johannesburg, South Africa, Email, ncshereni@gmail.com

Despite growing academic interest in memorable experiences, very limited research has examined how tourism frontline staff should be nurtured to become co-creators of memorable tourism experiences, particularly the tour guides. The main goal of this study was therefore to assess key tour guide competencies required to co-create memorable tourism experiences from a developing country context. The study conducted a quantitative survey with 384 respondents using simple random sampling, anchored by the cluster sampling technique. SPSS Statistics v23 and SPSS Amos v 23 were used to analyse data, with some analysis tools being employed which included the one-way analysis of variance, exploratory factor analyses, regression analyses and structural equation modelling. The study's results and the proposed model concluded that the key tour guide competencies to co-create memorable tourism experiences are personality traits, emotional intelligence and cultural intelligence (PEC), with emotional intelligence contributing the largest positive influence. Tour guide trainers and tour companies will thus benefit by understanding the relevant competencies they can prioritise during their education and training initiatives, leading to a more efficient allocation of their resources.

Keywords: Memorable Tourism Experiences (MTEs), competencies, personality traits, emotional intelligence, cultural intelligence and tour guides

How to cite this article: Hurombo, B., Vakira, E. & Shereni, N.C. (2024). Tourist Perceptions of Tour Guide Competencies to Co- create Memorable Tourism Experiences. African Journal of Hospitality, Tourism and Leisure, 13(4):707-715. DOI: <https://doi.org/10.46222/ajhtl.19770720.556>

Introduction

Memorable tourism experiences (MTEs) are currently at the heart of tourism research (Shabnam et al., 2022; Hosany et al., 2022; Tlabela & Douglas, 2022; Kawakubo & Oguchi, 2023; Nyikana & Tichaawa, 2023; Hung et al., 2024) as they have become the new benchmark that today's tourism businesses must seek to offer (Kim et al., 2012). Kim et al. (2012) define an MTE as a tourism experience that is positively remembered and recalled after the event has occurred. Kim et al. (2021) later noted that MTEs also entail negatively remembered encounters. However, only positive experiences will have positive behavioural outcomes in customers such as the desire to return to the same place or re-experiencing the excellent past experiences (Kim et al., 2010; Kim et al., 2022). As such, MTEs have been seen to be very strong predictors of future destination selection because tourists can choose to return to a destination based on the extent to which they positively remember their previous experience of that given destination (Chen et al., 2020; Zhang et al., 2018). Memorable experiences are thus associated with other positive outcome factors such as happy customers, increased sales, free marketing via word-of-mouth referrals and creating an emotional bond with customers (Chen & Rahman, 2018; Zhang et al., 2018). Kawakubo & Oguchi (2023) also noted that memorable tourism experiences positively influence tourists' wellbeing recovery experience. Kim et al. (2012) identified seven dimensions that represent a MTEs scale namely hedonism, refreshment, local culture, meaningfulness, knowledge, involvement, and novelty. Nonetheless, scholars have highlighted that the scale is not generalisable (Sthapit & Coudounaris, 2018; Staphit, 2019) and that there is a need for further research in other contexts to uncover the specific elements that make certain experiences memorable (Tung & Ritchie, 2011). With rising global competition, the ability of the human factor to deliver memorable experiences is emerging to be very key in the tourism industry worldwide (Bharwani & Jauhari, 2013) but there appears to be little transfer of information among staff on how best they should deliver the MTEs (Carmody, 2013). It is therefore necessary to investigate the key competencies needed for the co-creation of such experiences. Competencies include various aspects such as knowledge, expertise and skills, which ultimately may maximise organizational productivity, outputs and greater economic development (Abdullah, 2012). Tour guides are one of the key frontliners of the tourism industry. They are an essential interface between the host destination and its visitors (Chang et al., 2012) and have the ability to transform the tourists' visit from a tour into an experience. Despite the notable value attached to memorable experiences, the current research on MTE is fragmented (Jiang et al., 2019) and there is a dearth of scholarly attention on the skills staff should possess to facilitate the development of MTEs (Carmody, 2013) particularly the tour guides. This study is therefore an attempt to close that gap in the MTEs literature and to respond to the call for more research in this field (Zhang et al., 2018; Kim, 2018) by answering the following research question: What are the key tour guide competencies to co-create MTEs from the perspectives of tourists visiting Victoria Falls, Zimbabwe? The rest of this article is structured as follows. The next section provides a literature review on Experience Economy, MTEs and Tour Guiding. The subsequent section develops the study's hypotheses followed by a description of the paper's research methodology. Then, the presentation and discussion of results and the resultant structural model. Lastly, the paper discusses the study's theoretical and managerial implications, the study's limitations and the potential direction for future research.



Literature review

The experience economy

The “Experience Economy Era” concept was propounded by Pine & Gilmore (1998, 1999) who observed that the global economy has drastically transformed from product to service-based and to being experience-based. This view is also held by Sthapit (2013) who argues that experiences are the latest economic progression and the most advanced form of differentiated position for organisations and destinations. To embrace this new paradigm, players in the tourism industry are therefore recognising the need to lift the nature of their tourism products and services to the level of a memorable experience (Stavrianea & Kamenidou, 2020; Schmitt, 1999). Experiences have therefore become an essential innovation in today’s business and the experience economy theory has achieved substantial support from more scholars for example Kim (2010), Tung & Ritchie (2011), Ugwuanyi et al. (2021), Kim & So (2022) and Hosany et al. (2022). There is, therefore, a general acceptance within the literature that a paradigm shift has transpired from services to experiences (Dalton, 2011). This paper argues that tour guides should strive to discover how in their practice, they can be able to consciously facilitate these experiences through intentionally applying apposite skills.

Tour guides, the tourism experience and the MTEs

To better understand the concept of tour guiding, it is critical to first gain an understanding of its meaning (Hill et al., 2022). A tour guide is a person who guides tourists in the language of their choice and construes the natural and cultural heritage of a destination (Lovrentjev, 2015). Tour guides inform visitors what they are seeing, hearing, and experiencing in the place and surrounding area, ensuring that visitors understand and enjoy the environment they are visiting (Kapa et al., 2023). Understanding the general roles tour guides play, should be the starting point for the discussion on the competencies they need in order to co-create memorable experiences. Tour guides have been regarded as experience brokers in the literature (Dahiya, 2022) with the potential to orchestrate and manage tourist experiences (Rabotic, 2011). They are responsible for organising and managing tour itineraries; they contact other tourism service providers and interpret information for tourists. During a tourist vacation, tour guides spend more time with tourists compared to waiters, receptionists, and other hospitality front liners (Sezgin & Duzb, 2018). Their companionship with tourists brings a full-length interaction between the tourists and the tour guides (Sezgin & Duzb, 2018). The extent of this interaction differentiates the tour guide service from other tourism services (hospitality, food, and beverage, and many others) (Sezgin & Duzb, 2018). This makes their credibility a critical factor that affects the tourists’ experience and behavioral intention. The competencies of a tour guide are the prerequisites to offer a good quality tour which subsequently leads to the tourists’ satisfaction (Dahiya, 2022). Tour guides’ professional competencies for example in terms of professional skills and attitude help the tourists to develop rapport with the guide, which leads to the tourists’ satisfaction with the tour and guides’ services and positive word of mouth by the tourists (Huang & Lee, 2019). The guides’ competence is therefore a significant indicator of service quality and performance of the guide which determines tourist satisfaction and experience (Seyitoglu, 2020; Dahiya, 2022). The role of tour guides in the creation of MTEs can be appreciated especially when one understands tourism experience as a function of human interactions (Dalton, 2011). Bharwani & Jauhari (2013) support this observation by pointing out that human interaction plays an important role in creating memorable guest experience. The same is therefore true for tour guides, where human interaction is a dominant feature between the tour guides and tourists. Tour guides have been observed to interact with inbound tourists directly and hourly during the entire itinerary and to assist tourists in having rewarding experiences (Min, 2012). It is therefore noticeable that human interaction is an important dimension which influences tourist experiences (Bharwani & Jauhari, 2013; Dalton, 2011; Min, 2012) and frontline employees are considered to be key determinants of the customer or tourist experience (Kusluvan et al., 2010).

Hypotheses development

Effect of personality traits on MTEs

It has been observed that one cannot be an effective tour guide if he or she does not have a good personality as a pleasing personality is the essence of being a good tour guide (Preji, 2014). Wong & Lee (2012) also observe that tour guides by virtue of being the first point of contact for visitors, their personality traits impact tourists’ satisfaction and how they feel when they leave the destination. Thus according to Pearman (2002), personality traits and job performance are interdependent factors, which as further noted by Blyablina (2015) leads some organisations to consider personality as a key feature in selecting guides. Eysenck (1967) defines personality as the characteristics and qualities of a person that are seen as a whole and which differentiate him or her from other people. Kapa (2022) upholds this view by perceiving personality as a combination of unique personal attributes and characteristics. Wide-ranging personality-based competencies that should be possessed and employed by tour guides in their practice have aptly been identified by scholars (Seyitoglu, 2020; Kapa 2022; Filep et al., 2017; Cohen et al., 2002; Weiler & Black, 2015). The researchers therefore propose the following hypothesis:

H1: There is a positive and significant relationship between tour guides’ personality traits and MTEs.

Effect of emotional intelligence on MTEs

Walls et al. (2011) have identified EI as the other principal contributor in building the requisite competencies which would impact the behaviour of frontline staff and improve their interactions with visitors. They point out that these competencies “play crucial roles in enabling frontline employees to elevate the guest experience from an ordinary encounter with a memorable one” (Bharwani & Jauhari, 2013). Earlier studies by Carvelzani et al. (2003) also confirm the above-mentioned need for EI in

the tourism industry. They advance the view that “because the tourism industry is characterised by high-contact encounters and considerable interaction with customers, it is especially crucial for professionals in this industry to have the ability to manage, regulate and control their emotions in order to interact with others constructively and effectively’. In practice, tour guides can utilise EI skills to both manage their own performance and also to regulate tourists’ moods (Min, 2012). Thus understanding individuals’ (both tourists and tour guides) current EI levels can catapult the frontline employees from being merely a “service provider” to becoming an “experience provider”(Bharwani & Jauhari, 2013). The researchers therefore propose the following hypothesis:

H2: There is a positive and significant relationship between a tour guide’s emotional intelligence and MTEs.

Effect of cultural intelligence on MTEs

According to Bharwani & Jauhari (2013), cultural intelligence is another critical facet of human interaction competencies as cultural dimensions play a big role in fostering relationships. Guides are of crucial importance in tourism as they must translate the strangeness of a foreign culture into a cultural idiom familiar to the visitors (Cohen et al., 2002). As the experience economy has dramatically reshaped the tourism industry leading to an increased desire of tourists to be immersed in the local way of life (Bryon, 2012) thus a sensitive way of guiding demands that the guides display a high level of professional skills and an intimate knowledge of local culture (Boswijk et al., 2005). Consequently, cultural values held by tourists from different cultures affect tourism experiences as tourists’ cultural backgrounds lead to diverse interpretations of a single tourism product (Kim, 2013). A tour guide acts as a cultural interface between the visitors and the host population and plays a vital role in interpreting the host culture to visitors (Huang et al., 2010). Thus, the researchers hypothesise that:

H3: There is a positive and significant relationship between a tour guide’s cultural intelligence and MTEs.

Explaining the proposed conceptual model (Figure 1.1) further, the researchers posit that, in addition to the EI, cultural intelligence and appropriate personality traits in tour guides, there is a need for an effective interaction to take place between the guide and the tourists for the MTE to take place. This is because tourists have been identified to be indispensable co-creators of guided tours who can co-write the tourism experience by logging on to and off the guiding (Larsen & Meged, 2013). Hence according to Larsen & Meged (2013); there is no free lunch as tourists need to be attentive and participatory” for the best tourism experiences to be produced in a tour. These observations are reflected in the proposed conceptual framework in Figure 1. This study however focused more on the role of the tour guides rather than of the tourists to co-create the MTEs.

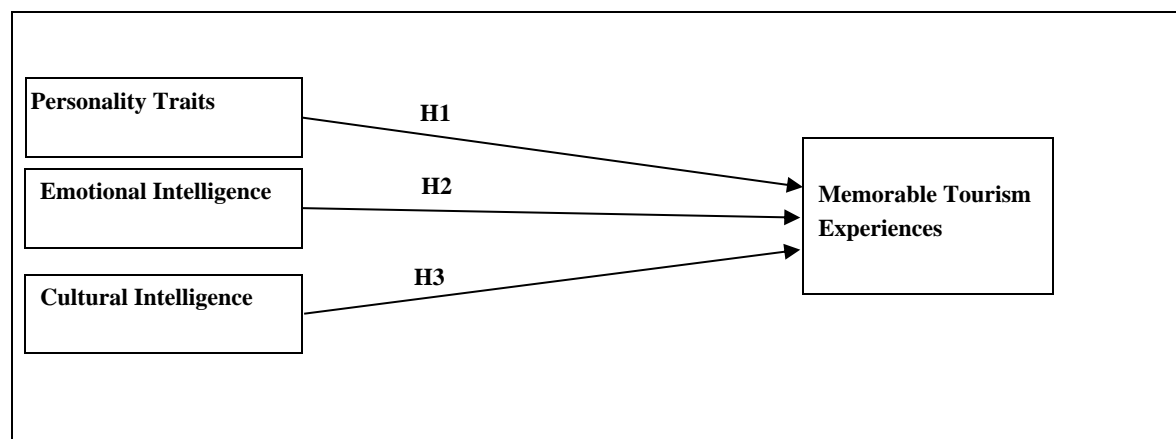


Figure 1: Proposed conceptual framework of tour guide competencies to co-create MTEs

Source: Authors

Methodology

Case study destination: Victoria Falls, Zimbabwe

The study focuses on the resort town of Victoria Falls located in Zimbabwe. Even though tourism resources are dispersed across the country, Victoria Falls receives the premier number of tourists and is considered the tourism hub of Zimbabwe (Hurombo et al., 2022). Visitor numbers to national parks support this. For instance, of the 838,292 tourists who visited national parks in 2023, 57% of them visited the Victoria Falls and Zambezi National Parks, and 66% of them were foreign tourists (ZTA, 2023). These higher numbers of visitors are due to the fact that the resort town has a high concentration of tourist attractions which include the largest curtain of water falls in the world, the Victoria Falls. Which is one of the World’s Seven Natural Wonders. Also, the Zambezi River as a resource supports wildlife diversity and a lot of popular activities including game drives, helicopter flights for aerial views, white water rafting, boat cruises and picnics (Hurombo et al., 2022). This high concentration of tourist activity has resulted in the higher numbers of tour guides in Victoria Falls than anywhere else in the country.



Data collection and analysis

The study employed a quantitative survey. Traditional tools that have been used to assess employees' competencies, were mostly developed to be completed by the person being evaluated (Delcourt et al., 2016). Since these conventional measures suffer from respondent biases, the researcher chose to adopt a customer-based conceptualisation (Delcourt et al., 2016). This means the study aimed to measure the actual display of tour guide competencies as remembered by the tourists (rather than the tour guides). The study's questionnaire was constructed using themes that emerged from an extensive literature review to ensure the comprehensiveness of each item. Ultimately the questionnaire constituted 42 scale items which fell under the hypothesised key tour guide competence dimensions namely the 'Personality Traits', 'Emotional Intelligence' and 'Cultural Intelligence'. The scale included items such as 'Knowledge of the destination and tourism products' (Emotional Intelligence), 'Having a sense of responsibility' (Personality Traits) and 'Ability to change non-verbal behaviour when interacting with tourists' (Cultural intelligence). All items were measured on a five-point Likert scale, and respondents were asked to rate the items ranging from "strongly disagree" (1) to "strongly agree" (5) (see Table 2). The questionnaire was pre-tested with a sample of respondents (N=40) to ensure that all the questions were clear and understandable and to uncover any potential problems (Bryman 2007). These respondents were excluded from the sample to ensure face validity (Kamenidou et al., 2020). The sample size was calculated based on Krejcie & Morgan (1970) and a tourist sample size of 384 was obtained.

Before carrying out the tourist surveys, the researchers had to first seek permission from the airport authorities (the Civil Aviation Authority of Zimbabwe's management) where the bulk of the survey was meant to be administered. Having been granted permission to conduct research, the researchers personally distributed and collected the questionnaires from tourists who were leaving Zimbabwe through the Victoria Falls International Airport, the country's main tourism gateway. The tourists were approached while they were seated in the departure lounge waiting for their flights. To widen the target population, the researchers also sought permission to administer the survey at the relevant accommodation establishments as well as at some tour companies. Having secured their consent, the researchers left some questionnaires at these establishments for administration to tourists on behalf of the researchers. Thus, in some instances, questionnaires were handed to tourists and collected by tour coordinators or hotel guest relations officers at appropriate times at the end of tour arrangements. This study therefore used simple random sampling, anchored by the cluster sampling technique. These clusters hence include the airport, accommodation facilities and tour companies at Victoria Falls. Data analyses included descriptive statistics, one-way analysis of variance, reliability analysis, exploratory factor analysis (EFA), regression analyses and Structural Equation Modelling with AMOS using the statistical software package SPSS v23.

Results and discussion

Response rate and sample profile

From a total of 384 questionnaires distributed, 346 were returned. The overall response rate was, therefore, 90%. 18 cases were however removed from the study, with the resultant valid cases being 328. These cases were removed because some of the papers were counselled and other items not were not answered. 91% of the respondents were international tourists, with only 9% being local tourists. Males were relatively more than females, with the former constituting 53%, while the latter constituting 47%. The dominant category of the marital status of respondents was the married category whose proportion was 66%. The main age group that was identified by the respondents was the age category 65 years and older, with a frequency of 24%. There was a gradual quasi-linear trend with the respective proportions correlating with the age category. The most dominant respondents had, at least, an undergraduate degree (31%); while those with a Master's degree were relatively more, being 34%. This constitutes a cumulative total of 65% and it can thus be qualified that the respondents had, by and large, attained a higher level of education.

Exploratory factor analysis - Competencies that co-create MTEs

Exploratory factor analysis was conducted but, to qualify its use, Bartlett's test of Sphericity and the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) were computed. The suitability of the correlational matrix for factor analysis is benchmarked at 0.5 for the KMO test (Cooper & Schindler, 2014) while Bartlett's test of Sphericity should be statistically significant (<.05) (Bartlett, 1951). The results are presented in Table I.

Table I: KMO and Bartlett's Test – Competences that co-create MTEs

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.95
Bartlett's Test of Sphericity	Approx. Chi-Square	784.65
	Df	861
	Sig.	.000

The above KMO test for the appositeness of Factor analysis had a significant KMO statistic (0.95); greater than 0.5, along with a significant Bartlett *t*-test statistic at $p=0.000$. These two conditions, therefore, qualified the suitability of factor analysis for this study. Three factors were extracted as being the major factors behind the segmentation of the competencies that co-create memorable tourism experiences. According to Zikmund et al. (2013); when factor analysis is used to confirm priori factors, the factor loadings have to be benchmarked on 0.7. Applying this general rule, the resultant component matrix is presented in Table 2.



Factor 1: Emotional intelligence

Factor 1 was labelled EI. The factor had the highest mean rating of 4.39 showing that it was rated to be the most key antecedent to co-create MTEs. These findings therefore validate earlier observations by Walls et al. (2011) and Bharwani & Jauhari (2013) that EI is a principal contributor in enabling frontline employees to elevate guest experience from an ordinary encounter to a memorable one. The factor’s Cronbach’s alpha value of 0.91 signified the reliability and internal consistency of the factor scale. The Mean Inter Item Correlation is 0.59 signifying that the factor was very well correlated. Items loading onto this factor included commitment, having a sense of responsibility, honesty and trustworthiness, adaptability and flexibility, optimism and positive thinking, knowledge of the destination and tourism products and right attitude on service. It is interesting to note that having a sense of responsibility and knowledge of the destination and tourism products; initially theorised to fall under personality traits, were nested in factor 1 measuring EI.

Table 2. Rotated Component Matrix – Competences that co-create MTEs

Rotated Component Matrix ^a			
	Factor 1	Factor 2	Factor 3
Tour guide competences	Emotional Intelligence	Cultural Intelligence	Personality Traits
Commitment	.772		
Having a sense of responsibility	.766		
Honesty and trustworthiness	.751		
Adaptability and flexibility	.733		
Optimism and positive thinking	.724		
Knowledge of the destination and tourism products	.714		
Right attitude on service	.712		
Knowledge of cultural values and religious beliefs of tourists' cultures		.876	
Knowledge of legal and economic systems of tourists' cultures		.866	
Knowledge of the marriage systems of the tourists' cultures		.866	
Knowledge of the arts and crafts of tourists' Cultures		.858	
Knowledge of the rules for expressing non-verbal behaviour in tourists' cultures		.841	
Knowledge of the rules (vocabulary, grammar) of tourists' languages		.795	
Ability to change non-verbal behaviour when interacting with tourists		.788	
Ability to change verbal behaviour when interacting with tourists		.786	
Mindfulness of others' cultural preferences and Norms		.770	
Ability to understand and manage others' emotions			.864
Ability to entertain			.861
Acting skills			.810
Counselling skills			.798
Leadership skills			.746
Interpreting skills			.729
Cronbach's Alpha	0.91	0.96	0.89
Eigenvalues	21	4	1
Mean	4.39	3.74	4.02
Mean inter-item correlation	0.59	0.75	0.57

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Factor 2: Cultural intelligence

Cultural intelligence had the lowest mean among all the factors. The mean was 3.74 signifying that respondents did not, comparatively, consider it as “highly” important in co-creating MTEs thus refuting earlier propositions by Bharwani & Jauhari (2013) that cultural intelligence is a “principal” contributor to MTEs. According to these findings, the factor should however be considered to remain an important antecedent for the co-creation of MTEs, but not to be treated as a “principal” contributor. This therefore confirms previous findings from scholars that cultural intelligence is one of the requisite competencies needed by frontline employees to elevate guest experience from an ordinary encounter to a memorable one (Min, 2012; Walls et al., 2011). The cultural intelligence factor had the highest Cronbach’s alpha value of 0.96 which confirmed the reliability and internal consistency of the factor under study. The mean inter item correlation was 0.75 which is acceptable.

Factor 3: Personality traits

This factor recorded the second highest mean value of 4.02 which confirms earlier views by scholars that one cannot be an effective tour guide if he or she one does not have a good personality (Wong & Lee, 2012). Six items loaded onto factor 3 namely ability to understand and manage others’ emotions, ability to entertain, acting skills, counselling skills, leadership skills and interpreting skills. These items related to personality intelligence. It is fascinating however to note that the ability to understand and manage others’ emotions nested under this factor, when it had initially been theorised to fall under EI. This observation also serves to confirm earlier observations by Pearman (2002) that EI and personality traits are closely intertwined. Factor 3 had a Cronbach’s alpha value of .89 signifying internal consistencies and reliability of the factor. The factor also had a mean inter item correlation of 0.57.

Regression analysis and structural equation modelling

A regression analysis was conducted on the competencies to co-create MTEs extracted using the exploratory factor analysis against the memorable experience variable in the questionnaire. To address instances of collinearity, only the variables extracted from the preceding factor analysis were thus used. The collinearity diagnostics confirm that there are no problems with multicollinearity, with neither of the variables having eigenvalues close to 0.0 indicating that the predictors are weakly inter-correlated (Sthapit, 2013). The results of the analysis are presented in Table 3.



Table 3: Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863 ^a	.745	.753	.444

a. Predictors: (Constant); Personality Traits, Emotional Intelligence, Cultural Intelligence

From the regression model, a regression r-square statistic of 0.745 is indicative of the fact that only 74.5% of the variation in the MTE can be explained by the three factors; personality traits, cultural intelligence and EI. The relative validity of the above regression model is presented in Table 4.

Table 4: Regression model validity

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.851	3	5.950	30.248	.000 ^b
	Residual	63.342	322	.197		
	Total	81.193	325			

a. Dependent Variable: MTE

b. Predictors: (Constant); Personality Traits, EI, Cultural Intelligence

Table 5: Regression coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.245	.189		6.586	.000
	Emotional Intelligence	.348	.056	.402	6.172	.000
	Cultural Intelligence	.101	.039	.175	2.570	.011
	Personality Traits	.142	.052	.206	2.703	.007

a. Dependent Variable: MTE

From the analysis of the regression coefficients, the variable with the greatest coefficient was EI with a beta coefficient of 0.348, followed by personality traits with a coefficient of 0.142 and cultural intelligence with the least coefficient of 0.101. It is worth noting that all the coefficients were significant at the 95% confidence level. The corresponding regression model for the memorable tourism experience is thus presented below.

$$MTE = \alpha + \beta EI + \gamma CI + \delta PT$$

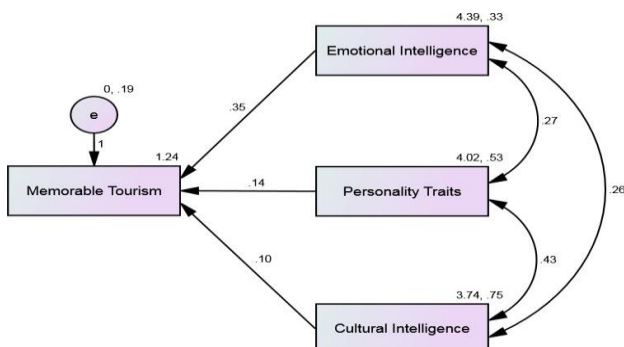
Factoring in the computed beta coefficients, results in the following regression model:

$$MTE = 1.245 + 0.348EI + 0.101CI + 0.142PT$$

Where:

- EI - Emotional Intelligence
- CI - Cultural intelligence
- PT - Personality traits
- $\alpha, \beta, \gamma, \delta$ - Regression coefficients

The study's hypotheses were found to be statistically significant from the regression analysis results. A positive and significant relationship between tour guides' personality traits and memorable tourism experience was expected ($H1$) and the relationship was found to be significant (personality traits and memorable tourism experience: $\beta = 0.206, p < 0.05$). The study therefore rejects the null hypothesis that there is no significant relationship between personality traits and memorable tourism experience and accepts the alternate hypothesis that there is a positive and significant relationship between personality traits and memorable tourism experience. A positive and significant relationship between tour guides' EI and memorable tourism experience was expected ($H2$), and the relationship was found to be significant (EI and memorable tourism experience: $\beta = 0.402, p < 0.05$). The study therefore rejects the null hypothesis that there is no positive and significant relationship between EI and memorable tourism experience and accepts the alternate hypothesis that there is a positive and significant relationship between EI and memorable tourism experience. A positive and significant relationship between tour guides' cultural intelligence and memorable tourism experience was expected ($H3$) and the relationship was found to be significant (cultural intelligence and memorable experience: $\beta = 0.175, p < 0.05$). The study therefore rejects the null hypothesis that there is no positive and significant relationship between cultural intelligence and memorable tourism experience and accepts the alternate hypothesis that there is a positive and significant relationship between cultural intelligence and memorable tourism experience.





In terms of the effect of any given explanatory variable in the regression model, we look at the *t*-ratios of the two variables (Sthapit, 2013). The *t*-values for the regression variables are 6.172 for EI, 2.570 for cultural intelligence and 2.703 for personality traits. The *t*-values therefore attest that EI had the greatest effect on memorable tourism experiences when compared to the other variables and was followed by personality traits. To help cross-validate the above regression analysis, the researcher considered structural equation modelling using SPSS Amos 23. The resultant output is presented in Figure 2. Again, as earlier noted, it is reconfirmed from the model that the key influencers for tour guides to co-create memorable experiences are mainly the EI competencies which recorded an estimated regression weight of 0.348. The supportive model summaries are presented in Table 6.

Figure 2: SEM Model – MTE and its antecedents

Table 6: Regression weights: (Group number 1 - default model)

			Estimate	S. E.	C. R.	P	Label
MTE	<---	PTM	.139	.052	2.664	.008	
MTE	<---	CIM	.101	.039	2.585	.010	
MTE	<---	EIM	.348	.056	6.214	***	
Intercepts: (Group number 1 - default model)							
			Estimate	S. E.	C. R.	P	Label
MTE			1.239	.188	6.582	***	

Conclusions and directions for future research

The study concludes that the key tour guide competencies to co-create memorable tourism experiences are personality traits, EI and cultural intelligence (PEC), with EI contributing the largest positive influence. The most significant relationship in the SEM model, noted between EI and memorable experience therefore indicates the importance of incorporating this construct into the tour guide training curriculum so that tour guides become better co-creators of MTEs in future. EI can be developed and improved through training as supported by the growing body of literature (Clarke, 2010; Hen & Sharabi-Nov, 2014). Since the significant effect of personality traits on memorable experiences has been validated in this study, it is also important that the construct be included in tour guide training curricula as the personality traits are trainable as well. Though the effect of cultural intelligence on MTEs is considered to be the least among the variables, its hypothesised relationship was positively confirmed implying that its contribution remains meaningful. This study argued that previous research on the tour guiding field has paid little attention to how tourism frontline staff, particularly, tour guides can co-create MTEs given that the global economy has shifted from a service to an experience-based economy. The study therefore contributes to the existing body of knowledge by establishing the key tour guide competencies to co-create MTEs as it was motivated by academic calls for greater knowledge in the area (Bharwani & Jauhari, 2013; Tung & Ritchie, 2011). Thus, the essence of the study was to extend the frontiers of knowledge in tour guide competencies specifically by unearthing those specific competencies to co-create MTEs, from the pool of the other competencies traditionally considered to be important in tour guiding. Therefore, from a theoretical perspective, the study has revealed that the tour guide's competencies to co-create MTEs do not remain to be regarded as ambiguous and abstract concepts but can be identified. The most important contribution, therefore, is that this study developed, to the best understanding of the researchers, the first-ever, measurement scale of key tour guide competencies to co-create MTEs. No previous study has developed a similar measurement scale to the best knowledge of the researchers.

The current study is therefore perceived to be not only new but also a unique building block for the previous scholarly attempts to understand the antecedents of an MTE. The results of this study therefore corroborate the findings of previous studies including Bharwani & Jauhari, (2013) Chowdhary & Prakash, (2009) and Walls et al. (2011) that identify personality traits, EI and cultural intelligence, though under fragmented frameworks, as the key contributors to the development of memorable experiences. The study also enables practitioners to realise that they can facilitate MTEs by moving away from a reliance on the 'machine gun approach' of indiscriminately applying all the traditional competencies of a guide during customer interactions, but can simply concentrate on the more relevant competencies identified in this study. The study has provided insights into and suggested some potential modifications to the current tour guide training curricula. Thus, tour guides and tour guide trainers could benefit from an application of these findings and adjust the content of their training programmes accordingly. Indeed, if the local guide is well prepared with the appropriate personality traits, and emotional and cultural intelligence skills, they could be a good interface between the local destination and the tourist's expectations thus helping to co-create memorable interactions. Again, as tour companies are selecting tour guides, they can benefit by administering the personality, emotional and cultural intelligence tests. The management of tour companies can efficiently prioritise or allocate their resources during tour guide human capital development initiatives. For example, according to the measured model, EI was noted to be the highest contributor to the co-creation of MTEs, among the other scalefactors. This suggests that tourism managers can thin out irrelevant or less important skills development initiatives when developing tour guides and supply more resources on cultivating the most critical skills.

Due to unavoidable time and resource constraints, it was only possible to conduct the study in the Victoria Falls region. Similar studies may target other regions of the country as well to offer further insights into the key tour guide competencies to co-create MTEs. This research does not include other tourism industry sectors such as hospitality. Future studies should thus explore the competencies of the different frontline employees in the tourism industry for example, in the hotel sector to compare and validate the results from the present study. Since the study focused mostly on Zimbabwe, it is also recommended that future studies consider a multinational geographical scope of study for example targeting the Southern Africa region at large.



References

- Abdullah, F.M. (2012). The Role of Islam in Human Capital Development: A Juristic Analysis. *Humanomics*, 28(1), 64–75. <https://doi.org/10.1108/08288661211200997>
- Ang, S., Van Dyne, L., Koh, C.K.S., Ng, K. Y., Templer, K.J., Tay, C. & Chandrasekar, N.A. (2007). Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation, and Task Performance. *Management and Organization Review*, 3(3), 335-371. <https://doi.org/10.1111/j.1740-8784.2007.00082.x>
- Bartlett, M. S. (1951). A Further Note on Tests of Significance in Factor Analysis. *British Journal of Psychology*, 4, 1–2. <https://doi.org/10.1111/j.2044-8317.1951.tb00299.x>
- Bharwani, S. & Jauhari, V. (2013). An Exploratory Study of Competencies Required to Co-create Memorable Customer Experiences in the Hospitality Industry. *International Journal of Contemporary Hospitality Management*, 25 (6), 823–843. <https://doi.org/10.1108/IJCHM-05-2012-0065>
- Binkhorst, E. & Dekker, D.T. (2009). Agenda for Co-creation Tourism Experience Research. *Journal of Hospitality Marketing and Management*, 18(2/3), 311-327. <https://doi.org/10.1080/19368620802594193>
- Blyablina, A. (2015). *The Contribution of Guides in Developing Tourist Experiences During Historical Theatrical Tours: The Case of Stockholm Ghost Walk*. Stockholm: Michigan State University, (Dissertation - Masters). <https://doi.org/10.13140/RG.2.1.2481.2640>
- Boswijk, A., Thijssen, T. & Peelen, E. (2005). *Een Nieuwe Kijk Op De Experience Economy, Betekenisvolle Belevissen*. Amsterdam: Pearson Education Benelux., Brislin, R., Worthley, R. & MacNab, B. (2006). Cultural Intelligence: Understanding Behaviours That Serve People's Goals. *Group and Organization Management*, 31(1), 40-55. <https://doi.org/10.1177/1059601105275262>
- Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. *Journal of Mixed Methods Research*, 1 (1), 8-22. <https://doi.org/10.1177/234567890629053>
- Bryon, J. (2012). Tour Guides as Storytellers – from Selling to Sharing. *Scandinavian Journal of Hospitality and Tourism*, 12 (1), 27-43. <https://doi.org/10.1080/15022250.2012.656922>
- Carmody, J. (2013). Intensive Tour Guide Training in Regional Australia: An Analysis of the Savannah Guides Organisation and Professional Development Schools. *Journal of Sustainable Tourism*, 21(5), 679-694. <https://doi.org/10.1080/09669582.2012.744412>
- Carvelzani, A.S., Lee, I.A., Locatelli, V., Monti, G. & Villamira, M. A. (2003). Emotional Intelligence and Tourist Services: The Tour Operator as a Mediator Between Tourists and Residents. *International Journal of Hospitality and Tourism Administration*, 4(4), 1-24. <https://doi.org/10.1177/0047287517738381>
- Chan, D.W. (2006). Emotional Intelligence and Components of Burnout Among Chinese Secondary School Teachers in Hong Kong. *Teaching and Teacher Education*, 22(2006), 1042–1054. <https://doi.org/10.1016/j.tate.2006.04.005>
- Chang, T.Y., Kung S.F. & Luh, D.B. (2012). The Innovative Service Model: A Study on Tour Guide Service Design in Taiwan by ICT Application. *Academic Research International*, 2(1), 192-197.
- Chen H., Rahman I. (2018). Cultural tourism: An Analysis of Engagement, Cultural Contact, Memorable Tourism Experience and Destination Loyalty. *Tourism Management Perspectives*, 26, 153–163. <https://doi.org/10.1016/j.tmp.2017.10.006>
- Chen, Q., Huang, R. & Zhang, A. (2020). A Bite of Nostalgia: The Influence of Nostalgia in Consumers' Loyalty Intentions at Traditional Restaurants. *Journal of Hospitality and Tourism Management*, 45, 604–614. <https://doi.org/10.1016/J.JHTM.2020.10.016>
- Clarke, N. (2010). The Impact of a Training Programme Designed to Target the Emotional Intelligence Abilities of Project Managers. *International Journal of Project Management*, 28 (5), 461–468. <https://doi.org/10.1016/j.ijproman.2009.08.004>
- Cohen, E., Ifergan, M. & Cohen, E. (2002). A New Paradigm in Guiding. *Annals of Tourism Research*, 29(4), 919-932. [https://doi.org/10.1016/S0160-7383\(01\)00082-2](https://doi.org/10.1016/S0160-7383(01)00082-2)
- Cooper, R.D. & Schindler, S.P. (2014). *Business Research Methods*. Boston: Irwin McGraw Hill.
- Dahiya, K.S. (2022). Bibliometric Analysis of Tour Guiding Research. *Journal of Tourism & Management Research*, 7(1), 1009-1028. <https://doi.org/10.5281/zenodo.6501603>
- Dalton, R. (2011). *Cultural Tourism Experiences a Development Framework*. Ireland: Waterford Institute of Technology. (Dissertation – Masters).
- Delcourt, C., Gremler, D.D., van Riel, A.C.R. & van Birgelen, M.J.H. (2016). Employee Emotional Competence: Construct Conceptualization and Validation of a Customer-Based Measure. *Journal of Service Research*, 19(1),72-87. <https://doi.org/10.1108/09564231311304161>
- Earley, P.C. & Ang, S. (2003). *Cultural Intelligence: Individual Interactions Across Cultures*. Palo Alto, CA.: Stanford University Press.
- Eysenck, H.J. 1967. *The Biological Bases of Personality*. Springfield: Thomas.
- Filep, S., Laing, J. & Csikszentmihalyi, M. (2017). “What Is Positive Tourism? Why Do We Need It?” In *Positive Tourism*, edited by Filep S., Laing J., Csikszentmihalyi M., 3–15. London: Routledge.
- Gelbman, A. & Maoz, D. (2012). Island of Peace or Island of War: Tourist Guiding. *Annals of Tourism Research*, 39 (1), 108-33. <https://doi.org/10.1016/j.annals.2011.05.008>
- Glomb, T.M., Kammeyer-Mueller, J.D. & Rotundo, M. (2004). Emotional Labor and Compensating Wage Differentials. *Journal of Applied Psychology*, 89 (4), 700-714. <https://doi.org/10.1037/0021-9010.89.4.700>
- Hen, M. & Sharabi-Nov, A. (2014). Teaching the Teachers: Emotional Intelligence Training for Teachers. *Teaching Education*, 25 (4), 375-390.
- Hill, K.L., Bama, H.K.N. & Muresherwa, G. (2022). Critical Success Factors for Guided Tours in the Western Cape Province of South Africa. *African Journal of Hospitality, Tourism and Leisure*, 11(4), 1502-1519. <https://doi.org/10.46222/ajhtl.19770720.305>
- Hosany, S., Sthapit, E. & Björk, P. (2022). Memorable Tourism Experience: A Review and Research Agenda. *Psychology and Marketing*, 1–20. <https://doi.org/10.1002/mar.21665T>
- Huang, S. M. & H.K. Lee. (2019). “Difficult Heritage Diplomacy? Re-Articulating Places of Pain and Shame as World Heritage in Northeast Asia.” *International Journal of Heritage Studies* 25, 2, 143–159. <https://doi.org/10.1080/13527258.2022.2054846>
- Huang, S., Hsu, C.H.C., & Chan, A. (2010). Tour Guide Performance and Tourist Satisfaction: A Study of the Package Tours in Shanghai. *Journal of Hospitality and Tourism Research*, 34 (3), 3-33. <https://doi.org/10.1177/1096348009349815>
- Hung, K., Hsu, C.H.C. & Yang, X. (2024). Constructing a Sensory Model of Chinese Luxury Hotel Experiences from Mental Imagery Perspective. *Journal of Travel & Tourism Marketing*, 41(6), 791-810. <https://doi.org/10.1080/10548408.2024.2349299>
- Hurombo, B., Kwanisai, G. & Mutanga, C.N. (2022). Zimbabwe Tour Guide Training Challenges: Perspectives from Tour Guides in Victoria Falls. *Journal of Teaching in Travel & Tourism*, 22, 360-377. <https://doi.org/10.1080/15313220.2021.1908870>
- Jiang, Y., Ritchie, B. W. & Benckendorff, P. (2019). Bibliometric Visualisation: An Application in Tourism Crisis and Disaster Management Research. *Current Issues in Tourism*, 22 (16), 1925–1957. <https://doi.org/10.1080/13683500.2017.1408574>
- Kamenidou, I.E., Stavrianea, A. & Liava, C. (2020). “Achieving a Covid-19 Free Country: Citizens Preventive Measures and Communication Pathways”. *International Journal of Environmental Research and Public Health*, 17 (13), 4633. <https://doi.org/10.3390/ijerph17134633>
- Kapa, M.G., de Crom, E.P. & Hermann, U.P. (2022). An Exploration of Tourist Guides' Competencies to Create Memorable Tourist Experiences. *Geo Journal of Tourism and Geosites*, 44(4), 1350–1358. <https://doi.org/10.30892/gtg.44421-953>
- Kapa, M.G., de Crom, E.P. & Hermann, U.P. (2023). Perceived Challenges Facing Tourist Guides in South Africa. *African Journal of Hospitality, Tourism and Leisure*, 12(2):491-503. <https://doi.org/10.46222/ajhtl.19770720.381>
- Kawakubo, A. & Oguchi, T. (2023). Looking Back on your Travel Memories: Effects of Memorable Tourism Experiences on Well-being via Daily Recovery Experiences. *Tourism Analysis* 28(1), 13–27. <https://doi.org/10.3727/108354222X16584499446085>



- Kim, H. & So, K. K. F. (2022). Two Decades of Customer Experience Research in Hospitality and Tourism: A Bibliometric Analysis and Thematic Content Analysis. *International Journal of Hospitality Management*, 100 (January), 1–15. <https://doi.org/10.1016/j.ijhmm.2021.103082>
- Kim, J.-H. (2018). The Impact of Memorable Tourism Experiences on Loyalty Behaviors: The Mediating Effects of Destination Image and Satisfaction. *Journal of Travel Research*, 57(7), 856–870. <https://doi.org/10.1177/0047287517721369>
- Kim, J.H. (2010). Determining the Factors Affecting the Memorable Nature of Travel Experiences. *Journal of Travel and Tourism Marketing*, 27 (8), 780–796. <https://doi.org/10.1080/10548408.2010.526897>
- Kim, J.-H., Ritchie, J. R. B. & Vincent, V. W. S. (2010). The Effect of Memorable Experience on Behavioral Intentions in Tourism: A Structural Equation Modeling Approach. *Tourism Analysis*, 15(6), 637-648. <https://doi.org/10.1080/10548408.2010.526897>
- Kim, J.H. (2013). A Cross-cultural Comparison of Memorable Tourism Experiences of American and Taiwanese College Students. *Anatolia: An International Journal of Tourism and Hospitality Research*, 24 (3), 1-15. <https://doi.org/10.1080/13032917.2012.762586>
- Kim, Y., Ribeiro, M. A. & Li, G. (2021). Tourism Memory Characteristics Scale: Development and Validation. *Journal of Travel Research*, 5, 371. <https://doi.org/10.1177/00472875211033355>
- Krejcie, R.V. & Morgan, D.W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30 (1), 607-610. <https://doi.org/10.1177/001316447003000308>
- Kruger, M. & Saayman, M. (2012). Creating a Memorable Spectator Experience at the Two Oceans Marathon. *Journal of Sport and Tourism*, 17 (1) 63–77. <https://doi.org/10.1080/14775085.2012.662391>
- Larsen, J. & Meged, J. W. (2013). Tourists Co-producing Guided Tours. *Scandinavian Journal of Hospitality and Tourism*, 13 (2), 88-102. <https://doi.org/10.1080/15022250.2013.796227>
- Leclerc, D. & Martin, J.N. (2004). Tour Guide Communication Competence: French, German and American Tourists' Perceptions. *International Journal of Intercultural Relations*, 28(3-4), 181-200. <https://doi.org/10.1080/15022250.2013.796227>
- Lim, M.Y. & Aylett, R. (2007). *A New Approach to Emotion Generation and Expression*, (In Cowie, R. and de Rosis, F., eds. Proceedings of the Doctoral Consortium, The 2nd International conference on affective computing and intelligent interaction, Lisbon: Portugal, 147–154).
- Lovrentjev, S. (2015). Education of Tourist Guides: Case of Croatia. *Procedia Economics and Finance*, 23, 555-562. [https://doi.org/10.1016/S2212-5671\(15\)00538-9](https://doi.org/10.1016/S2212-5671(15)00538-9)
- Lusch, R.F., Vargo, S.L. & O'Brien, M. (2007). Competing Through Service: Insights from Service-Dominant Logic. *Journal of Retailing*, 83(1), 5-18. <https://doi.org/10.1016/j.jretai.2006.10.002Get rights and content>
- Min, J.C.H. (2012). A Short-form Measure for Assessment of Emotional Intelligence for Tour Guides: Development and Evaluation. *Tourism Management*, 33 (1), 155–167. <https://doi.org/10.1016/j.tourman.2011.02.014>
- Nyikana, S. & Tichaawa, T.M. (2023). Memorable Sporting Event Experiences in a Resource-Scarce Context: The Case of Cameroon and The Africa Cup of Nations. *African Journal of Hospitality, Tourism and Leisure*, 12(1), 370-381. <https://doi.org/10.46222/ajhtl.19770720.373>
- Pearman, R. (2002). *Introduction to Type and Emotional Intelligence: Pathways to Performance*. Palo Alto (CA): Consulting Psychologists Press. <https://doi.org/10.4337/9781781004227.00007>
- Pine, B.J. & Gilmore, J.H. (1998). Welcome to The Experience Economy. *Harvard Business Review*, 76 (4), 97–108. <https://doi.org/10.4236/ib.2012.44037>
- Preji, M.P. (2014). Tour Guiding Concept and History. India, Bhubaneswar: Indian Institute of Tourism and Travel Management (IITM), <http://www.slideshare.net/prejimp/an-introduction-to-tour-guiding-pdf> Date of access: 21 Mar. 2015.
- Rabotic, B. (2011). American Tourists' Perceptions of Tourist Guides in Belgrade. *University of Tourism and Management (UTMS). Journal of Economics*, 2 (2), 151–161.
- Schmitt, B. (1999). *Experiential Marketing: How to Get Customers to Sense, Feel, Think, Act, and Relate to your Company and Brands*. New York, NY: The Free Press. <https://doi.org/10.4236/jss.2019.77030>
- Scott, N., Laws, E. & Boksbeger, P. (2009). The Marketing of Hospitality and Leisure Experiences. *Journal of Hospitality Marketing and Management*. 18 (2/3), 99-110. <https://doi.org/10.4236/jss.2019.77030>
- Seyitoğlu, F. (2020). Tourists' Perceptions of the Tour Guides: The Case of Gastronomic Tours in Istanbul. *Anatolia*, 31(3), 393-405. <https://doi.org/10.1080/13032917.2020.1735462>
- Sezgin, E. & Duzb., M. (2018). Testing the Proposed "GuidePerf" Scale for Tourism: Performances of Tour Guides in Relation to Various Tour Guiding Diplomas. *Asia Pacific Journal of Tourism Research*, 23 (2), 170–182. <https://doi.org/10.1080/10941665.2017.1410196>
- Shabnam, S., Quaddus, M., Ali, B. & Shanka, T. (2022). Memorable Tourism Experience: Formative Conceptualization and Tests of Socio-demographic Moderators. *Tourism Analysis*. 26 (2), 409-415. <https://doi.org/10.3727/108354221X16187814403128>
- Stavrianea, A. & Kamenidou, I.E. (2021). Memorable Tourism Experiences, Destination Image, Satisfaction, and Loyalty: An Empirical Study of Santorini Island. *EuroMed Journal of Business*, 17(1), 1–20. [10.1108/EMJB-10-2020-0106](https://doi.org/10.1108/EMJB-10-2020-0106)
- Sthapit, E. (2019). Memories of Gastronomic Experiences, Savoured Positive Emotions and Savouring Processes. *Scandinavian Journal of Hospitality and Tourism*, 19 (2), 115–139. <https://doi.org/10.1080/15022250.2017.1402702>
- Sthapit, E. (2013). *Tourists' Perceptions of Memorable Experiences: Testing the Memorable Tourism Experience Scale (MTEs) Among Tourists to Rovaniemi. Lapland: University of Lapland. (Dissertation – Masters)*.
- Sthapit, E. & Barreto, J. J. (2018). Exploring Tourists' Memorable Hospitality Experiences: An Airbnb Perspective. *Tourism Management Perspectives*, 28(Oct), 83–92. <https://doi.org/10.1016/j.tmp.2018.08.006>
- Sthapit, E. & Coudounaris, D. (2018). Memorable Tourism Experiences: Antecedents and Outcomes. *Scandinavian Journal of Hospitality and Tourism*, 18 (1), 72–94. <https://doi.org/10.1080/15022250.2017.1287003>
- Tlabela, K. & Douglas, A. (2022). Visitor Information Centres' Contribution Towards Creating Memorable Visitor Experiences. *African Journal of Hospitality, Tourism and Leisure*, 11(SE 2):1787-1803. DOI: <https://doi.org/10.46222/ajhtl.19770720.325>
- Tung, V.W.S. & Ritchie, J.R.B. (2011). Exploring the Essence of Memorable Tourism Experiences. *Annals of Tourism Research*, 38 (4), 1367–1386. <https://doi.org/10.1016/j.annals.2011.03.009>
- Ugwuanyi, C.C., Ehimen, S. & Uduji, J.I. (2021). Hotel Guests' Experience, Satisfaction and Revisit Intentions: An Emerging Market Perspective. *African Journal of Hospitality, Tourism and Leisure*, 10(2), 406-424. <https://doi.org/10.46222/ajhtl.19770720-108>
- Walls, A., Okumus, F., Wang, Y. & Kwun, J.W.D. (2011). Understanding the Consumer Experience: An Exploratory Study of Luxury Hotels. *Journal of Hospitality Marketing and Management*, 20 (2), 166-197.
- Wong, J.Y. & Lee, W.H. (2012). Leadership Through Service: An Exploratory Study of The Leadership Style of Tour Leaders. *Tourism Management*, 33 (5), 1112-1121.
- Zhang, H., Wu, Y. & Buhalis, D. (2018). A Model of Perceived Image, Memorable Tourism Experiences and Revisit Intention. *Journal of Destination Marketing & Management*, 8, 326–336
- Zikmund, W., Babin, B., Carr, J. & Griffin, M. (2013). *Business Research Methods*. 9th ed. United States of America: Cengage Learning.
- Zimbabwe Tourism Authority. (2023). *Tourism Trends and Statistics Report 2023*. Unpublished.