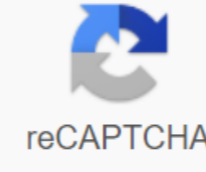




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Kisang Ryu (College of Hospitality and Tourism Management, University of Sejong, Seoul, South Korea) Hye-Rin Lee (School of Hotel and Tourism Management, Hong Kong Polytechnic University, Hong Kong, China) Woo Gon Kim (Dedman School of Hospitality, Florida State University, Tallahassee, Florida, USA and Kyung Hee University, Seoul, South Korea) – The purpose of the study is to propose an integrated model that looks at the restaurant image of three elements of the foodservice quality dimension (physical environment, food and service) , customer value, customer satisfaction, and behavioral intentions. The data was collected from customers in an authentic upscale Chinese restaurant located in the southeastern United States, using a self-managed questionnaire. Anderson and Gerbing's two-step approach was used to evaluate measurement and structural models. Structural equation modelling shows that the quality of the physical environment, food and service were important factors in the restaurant image. The quality of the physical environment and food also significantly predicted the perceived value of customers. The restaurant image was also found to be a significant precursor to the perceived value of the customer. In addition, the results reinforced the fact that the perceived value of the customer is indeed a significant determinant of customer satisfaction, and customer satisfaction is a significant predictor of behavioural intentions. The proposed model and research results will help researchers and professionals to greatly understand the quality of food service (physical environment, food and service), restaurant image, perceived customer value, customer satisfaction and behavioural intentions in the restaurant industry. This study is the first to develop an integrated model in which it explicitly explains the impact of the quality factors of three restaurant services on the restaurant image and the value experienced by the customer. Through structural equation modelling, this study basically confirms that a model with a causal relationship about quality, especially the three dimensions of foodservice quality in this study, to the restaurant image is better than the one with causal link from image to quality in connection with the restaurant. Ryu, K., Lee, H. and Gon Kim, W. (2012). Impact of physical environment, food and service quality on restaurant image, perceived customer value, customer satisfaction and behavioral intentions, International Journal of Contemporary Hospitality Management, Vol. 24 No. 2, p. 200-223. Download as .RIS : Emerald Group Publishing Limited Copyright © 2012, Emerald Group Publishing Limited Note that you do not have access to teaching notes You may be able to access teaching notes by logging in via Shibboleth, Open Athens or Your Emerald Account. If you would like to contact us about the availability of teaching notes, click the button and fill out the form. If you want to read the full version of this content, select one of the options below You may be able to access this content by logging in through Shibboleth, Open Athens, or your Emerald Account. If you believe you should have access to this content, click the button to contact our support team. Academia.edu no longer supports Internet Explorer. To n Academia.edu and the wider Internet faster and more securely, use a few seconds to update your browser. Academia.edu use cookies to personalize content, tailor ads and improve the user experience. By using our website, you agree to the collection of data through cookies. For more information, see our Privacy Policy.×
Quality Area 3 focuses on the physical environment so that creativity and independence development by providing diverse experiences that promote children's play, learning, and development, and keep children safe by creating/organizing facilities to reduce the risk of injury The ways in which out-of-school care environments plan, equip, and organize their environments, determine how children use space or resources, and can influence their behavior and interactions between children and adults. The two standards of this quality area include service facilities and the use of the physical environment of the service to support children's experiences. These standards are crucial for providing children with high-quality results under the NQF, as inclusive built and natural environments indoors and outdoors, when properly resourced, promote play-based learning in well-maintained, appropriate spaces, keep children safe and support every child's access to facilities and participation in activities/experiences, which significantly affects the quality of children's experiences and encourages children to be environmentally responsible. According to the NQF, an important aspect of the out-of-school care environment are suitable areas and resources for children to rest and relax. Reference: DEEWFR. Guide to the national quality framework. (2018). Out-of-school Care Online Professional Learning Below is eca learning hub online professional learning designed for NSW OSHC teachers who further dismantle the key part of quality zone 3 – physical environment. The ECA Learning Hub is an online learning management system – all learning is stored in a single location and can be downloaded and printed for your records. Environments for out-of-school care Price: Free | Sign up today Duration: 60 minutes Description: A videos showcasing different OSHC environments across NSW. Supporting children for environmental responsibility Price: Free | Sign up today Duration: 60 minutes Description: A practical module designed to support teachers' own understanding of environmental issues, sustainability, and to explore concrete ways in which services can be environmentally responsible in a care environment outside of school hours. Watch the trailer here Physical environments Elements Content Description 3.1 Design The design of the premises is suitable for the operation of the service 3.1.1. 3.1.2 Maintenance facilities, furniture and equipment are safe, clean and in good condition. 3.2 Use The service environment is inclusive, promotes competence and supports research and play-based learning. 3.2.1 Participatory environment Outdoor and indoor spaces are organised and adapted to support the participation of every child and to engage every child with high-quality experiences in both built and natural environments. 3.2.2 Resources support play-based learning Resources, materials and equipment enable multifunctionality, there are enough of them and every child can participate in play-based learning. 3.2.3 The Environmentally Responsible Service takes care of the environment and supports children's environmental responsibility. Add free resources to ACECQA. (2018). Press release: quality zone 3 – keeping pets in training and care services ACECQA . (2018) Poster for OSHC Quality Area 3. ACECQA. (2015). We hear you: Physical environment. ACECQA. (2015). We hear you: support for indoor and outdoor games on Kidsafe website Vichealth. (2012). What about the consequences of limited gaming – video. Video.

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