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A Field Trip Approach to Studying the Role of Tour Guides in Shaping the Tourist Experience

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Abstract

In this article, the utility of a stimulus-organism-response (S-O-R) model is verified, based on structural equation modeling (SEM) and multiple-regression analysis of data collected from students participating in a field trip required for the tour-guide certification. The population for this study were students pursuing a degree in tourism in the School of Management at Mae Fah Luang University, Chiang Rai, Thailand who participated in a field trip. The S-O-R model explains that the ways in which tour guides execute various roles as the stimulus inevitably affect the cognitive, perceptual and emotional internal states of the tourists (organism), and in turn, stimulate the development of positive tourist responses in the form of loyalty, satisfaction and conative intention. Two distinctive sets of roles of tour guides, namely, instrumental, interactive and caring on the one hand, and social and communicative on the other, are shown as important predictors of tourist learning and value perceptions of destination experiences.

Keywords: tour guide, field trip, tourist learning, destination value, destination loyalty, stimulus-organism-response model

บทคัดย่อ

บทความนี้เป็นการยืนยันถึงประโยชน์ของโมเดลสิ่งกระตุ้น-กลไก-การตอบสนอง ผ่านการวิเคราะห์ด้วยโมเดลสมการโครงสร้างและการวิเคราะห์การถดถอยพหุคูณ โดยใช้ข้อมูลที่เก็บจากนักศึกษาที่เข้าร่วมในการฝึกปฏิบัติภาคสนามอันเป็นส่วนหนึ่งของหลักสูตรมัคคุเทศก์ ประชากรในการวิจัยนี้ได้แก่นักศึกษาที่กำลังศึกษาในสาขาการจัดการการท่องเที่ยว สำนักวิชาการจัดการที่มหาวิทยาลัยแม่ฟ้าหลวง จังหวัดเชียงราย ซึ่งเข้าร่วมในการเดินทางไปฝึกปฏิบัติภาคสนาม ในงานวิจัยนี้โมเดลสิ่งกระตุ้น-กลไก-การตอบสนองได้อธิบายให้เห็นว่า วิธีการที่มัคคุเทศก์แสดงบทบาทต่าง ๆ ในฐานะตัวกระตุ้นได้ส่งผลที่หลีกเลี่ยง

ไม่ได้ต่อความรู้ความเข้าใจ ทัศนคติ และอารมณ์ความรู้สึกของนักท่องเที่ยว (กลไก) และส่งผลต่อเนื่องเป็นการกระตุ้นให้เกิดการตอบสนองในเชิงบวกของนักท่องเที่ยวในรูปลักษณะของความจงรักภักดี ความพึงพอใจ และความตั้งใจเชิงพฤติกรรมของนักท่องเที่ยว งานวิจัยนี้ยังพบว่า บทบาทที่สำคัญสองประการของมัคคุเทศก์ อันได้แก่ บทบาทด้านการเป็นผู้จัดกระบวนการรับรู้เกี่ยวกับแหล่งท่องเที่ยว การมีปฏิสัมพันธ์ และการดูแลใส่ใจนักท่องเที่ยว และบทบาทด้านสังคมและการสื่อสาร เป็นตัวทำนายการเรียนรู้และทัศนคติค่านิยมของนักท่องเที่ยวต่อแหล่งท่องเที่ยว

คำสำคัญ: มัคคุเทศก์ การฝึกปฏิบัติภาคสนาม การเรียนรู้ของนักท่องเที่ยว คุณค่าของแหล่งท่องเที่ยว ความจงรักภักดีต่อแหล่งท่องเที่ยว โมเดลสิ่งกระตุ้น-กลไก-การตอบสนอง

Introduction

Although tour guides offer many service-encounter opportunities for tourists to generate positive moments of truth, research relating to tour guides has been very limited (Hu and Wall, 2012). Discussion of the roles that tour guides play in stimulating learning and influencing the value perceptions of destination experiences is fragmented and not directly obvious. For instance, Cohen (1985) provides the oft-cited tour guide framework advocating pathfinding (geographically and socially) and mentoring. The mentoring function, in particular, can induce tourist learning through transference of cultural understanding. Learning is also indirectly or directly related to the interpretative role of tour guides in communicating, sense-making, education and entertainment (Hu and Wall, 2012). That is, "What messages a guide impacts to a group of tourists relative to the natural and cultural values of a place may in large part determine what they will think, feel, and do both in the short (on-site) and possibly even in the long term (once they have returned home)" (Weiler and Ham, 2002: 260). Because of the diverse range of roles for tour guides, quality training for their professional certification is not straightforward (Weiler and Black, 2016). The different roles of tour guides can direct the job descriptions indicating the types of competences, knowledge and attitudes needed to have a positive impact on tourist perceptions (Ap and Wong, 2001).

To be a certified tour guide in Thailand, the applicants must pass a tourist guide training course offered by a university endorsed by the Department of Tourism, Ministry and Sports. The course incorporates field trips as the main experiential component of the tour guide training program. According to Ong, Ryan and McIntosh (2014), field trips inspire students to investigate the roles, knowledge, skills and attitudes expected of their profession. Because of the tangible experience of nature in a field trip, learning can easily take place via first-hand experiences in a real-world setting (Chmielewski-Raimondo, McKeown and Brooks, 2016). Procter (2012) suggests that the field trip is a specific pedagogical approach that immerses the students in concrete experiences, which by adapting the theory of experiential learning advocated in Kolb (1984), can further enable students to appreciate the theories. Nevertheless, the theoretical structure of the field trip phenomenon describing the interplays between tour-guiding roles and the different tourist behaviors and attitudes, including learning, is absent in the extent literature, and thus becomes an entry point for this research. Moreover, if the gap can be closed - meaning the students can see the abstract conceptualization (Kolb, 1984) as in their field trip experiences, the training curriculum can deliver higher-level learning objectives, which include analyzing, evaluating and creating (Wang, 2012). Towards this end, the following research objective is established:

> *The purpose of this research is to study the interplays between the different roles of tour guides and perceptual factors composed of value of destination experience, learning, and auxiliary service qualities, and the cognitive, affective and conative outcomes in a tour guiding context. The research attempts to provide a valid but simple theoretical structure to explain these phenomena.*

There are many practical implications, such as informing an effective execution of tour-guide roles for positive performances to improve tour operator businesses as well as tour-guiding field trip implementation to shape student tourist experiences. A key limitation is that the field trip environment of this research is limited to domestic

trips. Thus, the research findings may not apply to international trips, which often involve a different set of expectations (Hanefors and Mossberg, 1998).

Literature Review

Tour guides play a significant role in transforming tourists and visitors into repeat customers or resource stewards (Weiler and Black, 2016) by the simple fact that they are on the front line serving the tourists (Gutek, 1985). Tour guides also serve to connect the destination with the tourists (Ap and Wong, 2001), and when they play their roles according to well-learned behaviors, many benefits can result. These benefits include arousing tourist motivation for novelty (Aung and Tan, 2016), influencing positive perceptions (Caber and Albayrak, 2016), and creating expandable tour performances (Ong, Ryan, and McIntosh, 2014). Tour guides' roles are defined as the patterns or consistent behaviors (Tumer, 1956) in servicing the tourists. Australian researchers have contributed widely to the study of tour guides. For instance, Cohen (1985) presented four significant roles of tour guides, namely instrumental, interactive, communicative, and emergency attention and caring, which this research utilizes. A reflective observation of these roles indicates that the tour guides should not only satisfy tourists (Bowie and Chang, 2005), but also positively influence and shift their attitudes and behaviors, and stimulate their learning. Nevertheless, the role of tour guides in creating a positive frame of conditions for tourist experiences ("Storyline") (cf. Rickly-Boyd, 2009) and thus learning (Kolb, 1984) as well as a host of cognitive, affective and conative outcomes (Ham and Weiler, 2006), is still under-researched (Reinhold, Laesser and Beritelli, 2017).

Thirteen hypothetical statements will be raised to address the research objective. The instrumental role, as explained, undertakes the organizing function to improve the understanding of tourists regarding the destinations (Cohen, 1985), which would eventually facilitate their learning, leading to stating hypothesis 1 (H1):

H1: The instrumental role of the tour guide, which is task-oriented, serves to significantly explain the variance of student tourists' learning, statistically significant to $p < 0.01$ level.

Through the tour guides' focusing systematically on presenting areas of destination attractions to the tourists, it is assumed that tourists would activate learning with respect to the values of the destinations and the overall trip. In this aspect, the following hypothesis is proposed:

H2: The interactive role of tour guides with the student tourists can significantly explain the variance of student tourists' learning, statistically significant to $p < 0.01$ level.

In addition, by means of tour guides' execution of a caring role, evidenced in their responding to the physical and psychological needs of the tourists and solving problems or conflicts, tourists are further engaged in learning to influence positive tour outcomes. Thus, the third hypothesis H3 is assumed:

H3: The caring role of tour guides with the student tourists can significantly explain the variance of student tourists' learning, statistically significant to $p < 0.01$ level.

Apart from the difficult roles played by the tour guides which serve as path-finding and resource management aimed to facilitate tourist learning, there are also soft roles which this research considers, namely social and communicative roles. The latter two roles aim to create a group atmosphere and to bring about meaningful interpretations of the destinations in the perceptions of the student tourists toward the value of the destination. The communicative role, in particular, can be inferred to contribute to learning as it facilitates the provision of information and anecdotes about the sites visited (Leclerc and Martin, 2004). To this end, the following two hypotheses are stated:

H4: The social role of the tour guide can explain the variance of the student tourists' perceptions of the value of destination experiences, statistically significant to $p < 0.01$ level.

H5: The communicative role of the tour guide can explain the variance of the student tourists' perceptions of the value of destination experiences, statistically significant to $p < 0.01$ level.

The supportability of H1 to H5 would also reflect an attempt to maximize the total involvement opportunity of the tourists through utilizing fully the different roles of tour guides. In doing so, it can be inferred, from the concept of flow experience (Csikszentmihalyi, 1977), that a more holistic tourist experience can be established with the support of tour guides.

The auxiliary service qualities manifested in transportation, food and beverages are important as the field trip takes place through a bus trip. The quality of bus service has been shown to significantly influence the positive or negative evaluations of the tourists, thus affecting tourist satisfaction (Bajada and Titheridge, 2017). Food and beverages are important as they are consumed as part of the travel experience of the tourists, but nevertheless, their roles in influencing tourists' intentions to engage with the service provider are relatively uninformed, because food choices and motivations differ among travelers (Sengel et al. 2015).

Thus, the following two hypotheses are stated:
H6: Transportation service quality can explain the variance of student tourist satisfaction, statistically significant to $p < 0.01$ level.

H7: Food and beverage service quality can explain the variance of student tourists' intentions to join future trips of similar performance, statistically significant to $p < 0.01$ level.

In addition, inquiry is also needed to see whether there is a direct significant ability of the roles of tour guides to explain the variance of

the cognitive, affective and conative outcomes. These three outcomes are generally recognized as important outcomes in packaged tour operations (Ham and Weiler, 2006), manifesting the likelihood of the tourists' willingness to behave as partners of the tour organization (Bowen and Shoemaker, 1998). This is important as research has also shown that when tour guides can communicate the relevance of the destinations' enjoyably (Skibbins, Powell and Stern, 2012), it can facilitate destination loyalty directly. To this end, the following hypothesis is also assumed:

H8: The communicative role of the tour guide, in particular, can explain the variance of destination loyalty, statistically significant to $p < 0.01$ level.

By centralizing the roles of tour guides in stimulating the various perceptions of the tourists in yielding cognitive, affective and conative outcomes, the hypothetical relationship structure explained so far can be reckoned as a resource-based approach to tourism development. That is, in order to optimize the use of tour guides as organizational resources for positive tour service outcomes, it is important to understand the interrelationships among the different roles of tour guides, perceptual values of destination experiences, tourist learning, auxiliary service quality, and the tour service outcomes, manifested in the cognitive, affective and conative loyalty of tourists.

The next two hypotheses deal with tourist learning stimulated by the perceptual value of the destination experience, as well the impacts of perceived value of destination experiences on destination loyalty. The latter relationship structure has been empirically confirmed in Sun, Chi and Xu (2013).

H9: Perceived value of the destination experience can explain the variance of the student tourists' learning, statistically significant to $p < 0.01$ level.

H10: Perceived value of the destination experience can explain the variance of destination loyalty, statistically significant to $p < 0.01$ level.

That is, destination is a part of the tourism supply which aims to create a positive frame of conditions for positive tourist experience ("Storyscape") (Rickly-Boyd, 2009), which thus drives tourist learning, in accordance with Kolb's (1984) experiential learning theory. When tourists are engaged in the present moment of experience, according to Kabat-Zinn (2003), it can lead to mindful awareness and learning (Chen, Scott and Benchendorff, 2017), and thus bring about significant change in attitudes and behavior, leading to destination loyalty and student tourist satisfaction. Thus, the last three hypotheses are assumed:

H11: Learning leads to explain the variance of destination loyalty, statistically significant to $p < 0.01$ level.

H12: Learning leads to explain the variance of tourist satisfaction, statistically significant to $p < 0.01$ level.

H13: Tourist satisfaction leads to explain the variance of intention to join future trips of similar performance, statistically significant to $p < 0.01$ level. This statement has been widely confirmed in various research, justifying the idea that the success of destination marketing depends upon the ability to provide tourists with satisfaction in their experiences and the services provided (Yoon and Uysal, 2005).

The interrelated structures of H1 to H13 can be seen in the following conceptual model, Figure 1.

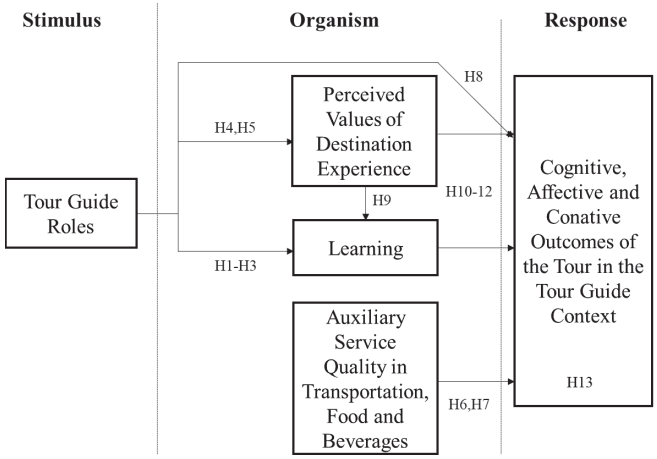

Figure 1 The conceptual model

In Figure 1, the roles played by tour guides in influencing cognitive perceptions relating to the trip, manifested in terms of the perceptual value of the destination experience, learning and auxiliary services, can also be seen in the context of the theory of socio-cognitive mindfulness. That is, socio-cognitive mindfulness is established when "cognitive distinctions about objects of awareness are continually made, with the environment" (Langer, Prison and Delizonna, 2010: 70). The environment is created by the different roles of tour guides, as discussed above, and has been stressed in tourism discipline, as tourists are "surrounded by the social environment when entering a destination" (Fan et al. 2017:357). More obviously, Figure 1 underpins the stimulus-organism-response (S-O-R) structure of tourist behaviors introduced in Aung and Tan (2016), traced to Mehrabian and Russel (1974), which explains that the ways in which tour guides execute the different roles as the stimulus inevitably affect the cognitive, perceptual and emotional internal states of the tourists (organism), and in turn, stimulate the development of positive tourist responses in the form of loyalty, satisfaction and conative intention.

Research Method

Data Collection

The population for this study were the students participating the field trip arranged by those pursuing a degree in tourism in the School of Management at Mae Fah Luang University, Chiang Rai, Thailand. The trip took place between October 28 and November 1, 2016, following the tour guide certification guidelines of Thailand. A purposive, non-probability sampling technique was employed, in which the sample was drawn from each of the buses the researcher was assigned to, on rotating basis, as observer. The total number of days was four, but the first day was excluded for it was spent on the bus throughout the night. The survey was conducted as the very first activity the next morning, thereby accessing fresh memories for accurate responses. The total number of participants was 116.

Destinations

Departing at midnight, the trip went from Chiang Rai to Ayutthaya, where the students were introduced to Somdet Phra Sri Nagarindra Ayutthaya Park, consisting of an ancient historic city, pavilions, buildings, roads and bridges. The trip continued to Chao Sam Bang Pa-In Royal Palace and the Phraya National Museum to gain cultural understanding of the antiquities, Buddha images and precious items found in the underground crypts of the prang of the Wat Ratchaburana pagoda. The museum was named after the king who ordered the construction of Wat Ratchaburana, King Borommarachathirat II or Chao Sam Phraya. In addition, the student tourists visited various important temples and enjoyed food and beverages at Ayutthaya Floating Market. Students learned about the floating market, which helps to conserve the Thai traditional lifestyle in the Ayutthaya era. The market had about fifty paddle boats and over 200 shops offering goods and services.

After Ayutthaya, the students proceeded to Bangkok, where they visited the Bangkok Art and Culture Center, which collects and displays a wide variety of Thai and international contemporary works

of art. Other destinations in Bangkok included the Grand Palace, Wat Phra Si Rattana Satsadaram, (commonly known as Wat Phra Kaew), and Ananta Samakhom Throne Hall which was built by King Chulalongkorn (Rama V) to serve as a reception hall for the Dusit Palace. The trip in Bangkok culminated in a cruise on the Chao Phraya river, which departed from a riverside pier for night scenes of the two banks of the Chao Phraya. The trip then returned to the university, stopping in Sukhothai province.

Measurements

The measurement instrument was structured into two sections: the first section asks for gender and years of study at the university, and the day of the recall for the survey participation, whereas the second section concerns the constructs of the research. For the latter, 44 items capture three latent groups of constructs, namely (1) the stimulus of the roles of tour guides in the domains of social, interactional, communicative, instrumental and caring; (2) organism, which is represented by the value perception of destination experience, learning that arises, and auxiliary service quality in transportation and food and beverages; and (3) tourist responses manifested in the cognitive, affective and conative outcomes. The latter three are operationalized as destination loyalty, satisfaction and intention to join similar trips in the future, respectively. The study adapts the definitions of the different roles of tour guides from Cohen (1985); and tourist satisfaction and the different facets of tourist loyalty, such as cognitive, affective and conative, from Han, Kim and Kim (2011). These loyalty measurements manifest the attitudinal and behavioral aspects of responses, as advocated in the S-O-R model of tourist behaviors (Aung and Tan, 2016), which are indicative of the psychological commitment and positive evaluation (Han, Kim and Kim. 2011) of the tourists regarding the destination and the trips. The measurement scales are arranged in five levels on the Likert scale, ranging from 1 = strongly disagree with the statement, to 5 as strongly agree.

Uni-dimensionality and reliability

Having examined and assured the uni-dimensionality of the measurement scales by use of exploratory factor analysis (EFA), an inter-item consistency reliability test was performed, with the outcomes shown in Table 1. The adequacy of EFA meets the threshold sampling requirement as indicated in Kaiser-Meyer-Olkin (KMO), over 0.90 for all the constructs. Each Cronbach alpha value was shown to be over 0.80, except transportation service quality at 0.795, which exceeded the threshold value suggested by Nunnally (1978). In addition, the reliability stands on both construct validity and content validity. While the former measures the extent to which the measurement items ensure aligning with the given definition with clearly specified conceptual boundaries, the latter addresses the full contents of the items that are representative or descriptive of the definitional messages (Neuman, 2006).

Research Findings and Discussion

Among the 116 participants in the self-administered survey, 28 were male students and 88 were female, consisting of 24.1 percent and 75.9 percent, respectively. Day two had 38 student participants, day three had 37 and day four (the last day of the trip) had 41. The variations were due to the rotation of buses being assigned for the researcher's observations. All students were in their third year majoring in tourism. The trip was meant for the national tour-guide certification program. As t-test yielded no significant differences by gender, the inferential statistical analysis would be emphasized to support the arguments of the hypotheses stated. The descriptive statistics shown in Table 1 indicate the averaging mean of all the constructs skewing towards 4, signifying some significant performance gaps and challenges rendered to the tour guide and the program, in terms of maximizing the functional impacts and deliverables of each construct.

After confirming the validity and reliability of the measurement model, organized in a structured questionnaire shown in Table 1 (Appendix), the structural equation modeling and multiple regression

analyses were performed, providing empirical evidence to support the thirteen hypotheses raised in the literature review section, statistically significant to $p < 0.01$ levels, shown in Figures 2 and 3. SEM (Structural Equation Modeling) outcomes are presented in Figure 2. Essentially, Figures 2 and 3 provide the statistical validation bases for assessing the thirteen hypotheses raised in the literature review.

The first three hypotheses (H1-H3) are supported, identifying the significant roles of tour guides in terms of instrumental, interactive and caring characteristics, to explain the variance of tourist learning, statistically significant to $p < 0.01$ levels. The instrumental predictor to learning preforms a pathfinding role which helps to familiarize the tourists with the topography of the destinations. The interactive role connotes the mentoring or mediatory role of Cohen (1985), which helps to stimulate the interests of the visitors in the destinations through topics of interest; the tour guides are certified to have reasonable knowledge of those things in which tourists are interested (Smith, 1961). The caring role of tour guides has also been shown to significantly explain the 71.5 percent variance of tourist learning, with Beta weight of 0.205, together with instrumental and interactional roles, at Beta of 0.358, and 0.266, respectively. Tourists' learning is attributed to the guides' ability to listen and respond empathically. Thus, H1-H3 demonstrates the transformative and developmental capacity of tour guides, taking on combined pathfinding, mentoring, leadership and mediatory roles.

While H4 fails the statistical significance support, it does show the direct predictability of the communicative role on destination loyalty, indicated in H8 (supported). H5 is supported, which explains the direct social role towards explaining the variance of the perceptual value of destination experience, at 55.1 percent, shown in Figure 3 (Appendix). Thus, the execution of interpretative or communicative roles facilitates the tourists' understanding of the destination, whereas the social role stimulates the right environmental conditions for effective learning. Put into the context of Cohen (1985), these roles are the means by which the tour guides skillfully intercept both the outer resources

and the inner group atmospheres and resources, in order to maximize learning and perceptions that are favorable to destination loyalty, satisfaction, and intention to join future trips of similar performance. The ability of both perceptual values of destination experiences and learning in explaining the variance of the cognitive, affective and conative outcomes of the tour are statistically and significantly supported, to $p < 0.01$ level, for variance of 38.5, 50.9 and 45.9 percent, respectively, as shown in Figure 3; thus, supporting hypotheses H10 to H12. When tourists are satisfied, intention to join future trips of similar performance is established, shown in Figure 3, which supports H13.

The above results justify the different roles of tour guides in stimulating the perceptions of the student tourists as well as their learning, which in turn can predict cognitive, affective and conative outcomes of the trip. While these are important destination marketing and management initiatives, for a bus tour, auxiliary services of transportation and food and beverages are also significant. Shown in hypotheses H6 and H7, theses auxiliary service qualities are part of the inseparable success factors influencing the predictability of tourist satisfaction and intention to join future trips of similar performance. Both H6 and H7 are supported, statistically significant to $p < 0.01$ level, at the multiple-regression analysis, in Figure 3. Transportation, food and beverage are part of the processes of managing the relationship among the tourists and the transactions of the trip. Transportation is an important determinant of tourist satisfaction for a guided bus tour, which is fundamental and logical, as without transportation, most forms of tourism would not exist (Lamb and Davidson, 1996: 224). Food and beverage consumption, together with transportation perception, are indispensable **satisfying** and functional drivers in directly explaining the variance of tourist intention to join future tours of similar performances, at 55.1 percent, shown in Figure 3. Nevertheless, the roles of tour guides during the dining and transportation stages are negligible.

Hypotheses H9-H10 are supported, which is evidenced in Figure 3, by the fact that perceptions form both the images of the destination (Sun, Chi and Xu, 2013), in terms of the values perceived

of the destination experiences, and the stimulus to activate tourist learning, shown in Figure 3. Value formation defines and expresses the tourists' knowledge, impressions and emotions regarding the destinations (Sun, Chi and Xu, 2013), providing points of interest to stimulate student engagement, and thus learning, which supports H9.

Conclusion

This study was an attempt to extend earlier research work on tour guides by establishing linkages to explain perceived destination value and learning as well as destination loyalty. Based on the SEM and multiple regression test results, the present study found the proposed theoretical framework to be valid, characterizing the S-O-R (stimulus-organism-response) model of tourist behavioral study, which is consistent with the work of Aung and Tan (2016). The results of this study also provide a clearer picture of the S-O-R structure of relationships utilizing tour guides as resources to stimulate the perceptual processes of student tourists for positive responses that benefit tour operators and destinations.

A number of practical implications emerged from the study which are critical to various stakeholders. First, this research informs two distinctive sets of roles of tour guides that have the statistically significant ability to explain and influence tourist learning. One set is pathfinding and mentoring in nature, which aligns with Cohen's (1985) framework of tour guides. The other set is communicative and social in nature, which sets the social conditions and promotes content sharing to direct tourists or visitors towards positive perceptions of the places, as well as initiating learning processes. From the communicative action theory perspective, the different roles of tour guides provide stimulating opportunities as means of fostering communicative actions (Wakefield, Waren and Alsobrook, 2011) to activate the learning and perceptual organisms and thus responses of the visitors, which share the S-O-R model of tourist behaviors (Aung and Tan, 2016). Thus, the S-O-R model points to a clear direction to steer tour guide practices to stimulate the cognitive, perceptual and emotional states of visitors.

Second, tourist learning is the only construct that influences the three important domains of tour outcomes, namely cognitive, affective and conative, in a direct manner. This major finding matches the trilogies of mind development, namely cognition, affection and conation (Hilgard, 1980), which share similar aspects of learning engagement (Tan, 2016). Conation is depicted as tourist intention, and in the context of learning, tourists are motivated to set goals, direct, energize and improve their self-regulatory systems (Gollwitzer, 1990). It further implies useful insights that the tour guides should not only be competent at the role level, but most importantly, should also be able to use their resources of role competencies to maximize the engagements of the tourists or visitors in learning and perceptual processes, as well as in outcome levels, namely, cognitive, affective and conative.

Third, three groups of constructs are shown as significant predictors of destination loyalty and intention to join future trips of similar performance, namely tour guiding roles, value perception of the destination experience and tourist learning. This finding is important for successful destination marketing, which highlights the combined influence of three different stakeholders spanning the tourism value chain in order to accomplish positive results. These are tour operator services, via the tour guides in the administration of the trip plan, the tourists in terms of perceptual experiences and learning, and destination attractions. In this aspect, tourist learning organizes the tourists' perceptual processes in a meaningful structure which leads to favorable attitudinal and behavioral changes to drive destination marketing success.

Fourth, these research findings can contribute to the development of curriculum and industry standards relating to tour guiding, which demonstrate a path of connection bridging the concrete experience of the field trip with abstract conceptualization (the validated theoretical model) through a process of reflective observations enacted by the synthesis of literature review and data analysis. Thus, this research report can serve as cumulative feedback for improvement of the curriculum and future iterations of the field trip program. The descriptive statistics, together with the S-O-R model, can guide the university and the tour-guiding organizers in improving their

performances (i.e., improving the mean values of the constructs) and tourists' learning engagements, cognitively, affectively and behaviorally.

Overall, the validated theoretical model explains not only the relationship among the different roles of tour guides, internal states and perceptions and the different typologies of loyalty (cognitive, affective, conative), which include parts of the critical success factor for a guided tour. It also centralizes utilizing the tour guide as the outer-directed and inner-directed resources implementer (Hu and Wall, 2012) to engage tourists in learning experiences and appreciating the values of the destination.

While this study has theoretical and practical contributions, it is confined to a domestic bus trip in which the nature of tour guiding-induced phenomena may be different from international trips.

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Appendix

Table 1 Reliability analysis of constructs and mean descriptive

Construct and Items	α if item deleted	Mean
Social Roles of Tour Guide (Cronbach Alpha, α = 0.85):		
• Created opportunity to interact and share with tourists.	0.805	3.784
• Initiated conversation about special topics or events.	0.784	3.827
• Befriended the tourists as if brothers and sisters.	0.780	3.78
Interactional Roles of Tour Guide: (α = 0.858):		
• Introduced the cultural background of tourist attractions in detail.	0.841	3.905
• Encouraged tourists to experience culture and be involved in local life.	0.729	3.844
• Was not hesitant in delivering the best service experience for tourists.	0.829	3.715
Communicative Role of Tour Guide: (α = 0.873):		
• Described tourist attractions in comprehensive detail.	0.771	3.784
• Described tourist attractions patiently.	0.830	3.887
• Included local people, events and objects in the interpretations.	0.860	3.896
Instrumental Role of Tour Guide (α = 0.89):		
• Provided local travel information in advance.	0.852	3.724
• Repeatedly reminded tour members of the assembly time.	0.837	3.827
• Maintained the tour schedule progress reasonably well.	0.877	3.776
• Confirmed that the tour members had received the messages communicated.	0.863	3.827
Care-taking Role of Tour Guide (α = 0.919):		
• Was attentive to tour members' dietary needs.	0.901	3.801
• Was attentive to tour members' responses to services.	0.896	3.836
• Was attentive to tour members' psychological needs.	0.896	3.871
• Listened empathically to tour members.	0.905	3.845
• Took care of tour members to the best of his or her ability.	0.920	3.888
• Showed dedication to satisfying tour member needs.	0.902	3.914
Value of Destination Experience (α = 0.84):		
• The destination site is attractive.	0.809	3.62
• The destination site is educational to me.	0.788	4.06
• The destination site is valuable to me personally.	0.768	3.957
• The allowed time at the destination site was enough.	0.825	3.862

Table 1 Reliability analysis of constructs and mean descriptive (cont.)

Construct and Items	**α if item deleted**	**Mean**
Learning (α = 0.927):		
• Generally, I learned about various things in the trip beyond my expectation.	0.925	3.689
• Generally, I learned about various things in the trip as expected.	0.924	3.862
• I had a number of new experiences from the trip.	0.917	3.845
• I got better understanding about what we learned in class from this trip.	0.917	3.974
• This trip has helped me to improve my self-confidence.	0.916	3.871
• This trip has helped me to develop my personal identity.	0.913	3.914
• This trip has helped me to learn about myself.	0.916	3.888
• This trip has helped me to acquire new skills.	0.910	4.008
Transportation (α = 0.795):		
• The vehicle was clean.	0.790	3. 879
• The driver obeyed the traffic laws.	0.723	3.853
• The driver was polite and respectful to the participants.	0.741	3.931
• The air conditioning of the vehicle was maintained well.	0.724	4.04
Food and Beverages (α = 0.911):		
• The restaurant was clean overall.	0.897	3.56
• Variety of meals was sufficient.	0.896	3.224
• Meals were of good quality.	0.902	3.371
• The number of staff was sufficient at the restaurants.	0.898	3.483
• The appearance of the service personnel was neat and clean.	0.888	3.655
• Service personnel were polite and respectful to the participants.	0.901	3.638
• I did not feel over-crowded at the restaurants.	0.902	3.328
Destination Loyalty (α = 0.812):		
• I intend on visiting the destination in the future.	3.819	0.700
• I would advise/recommend other people to visit the destination site.	4.000	0.932
Student Tourist Satisfaction (α = 0.879):		
• I am very satisfied with the trip.	3.793	0.820
• I enjoyed myself greatly during the trip.	3.793	0.774
• I was very pleased during the trip.	3.810	0.824
Intention to Join Future Trip of Similar Performance:	Single-item Construct	

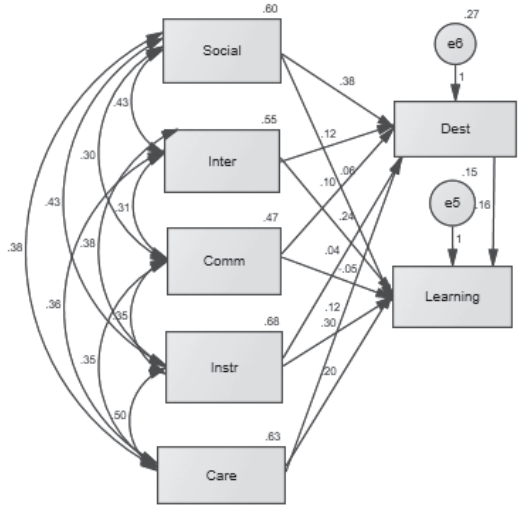

Figure 2 First-layer model fit

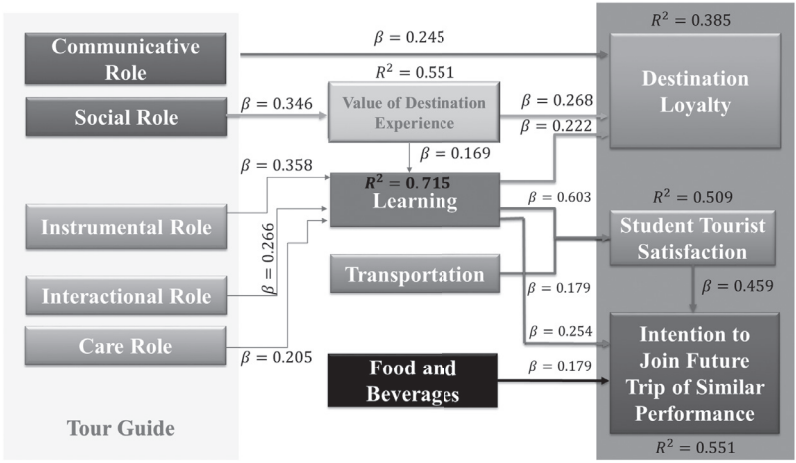

Figure 3 The final model

(Source: Developed for this research)