



A Fieldtrip Approach to Study Tour Guide in Shaping Student Tourist Experience¹

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Abstract

Given the significant values of guided tours, a study that focuses on tour guides is important. The purpose of this study is to provide a “student” account of the roles of tour guides played in influencing tourists’ perceptions of the services, overall tour experiences and intention to join future trips of similar performances. The roles can be considered as the performative practices of tour guides which refer to the embodied dedications towards the tourists by the skillful uses of communicative, social, instrumental, interactional and caring competencies and attitudes. The results can be implied to help the university improve the tour guide qualification or modify the training or curriculum requirement. This research also concludes a 3C model that emphasizes on the different facets of tour-guide roles in conditioning the cognitive functioning of the tourists in terms of perceived values of destination experiences and learning that arises, and in turn influences the attitudinal and emotional consequences of the tourists, such as manifested in destination loyalty, satisfaction and intention to join future trips of similar performances.

Keywords: Tour guide, Tourist experience, Fieldtrip Approach, Destination loyalty

Introduction

It has long been recognized that students can effectively learn from their experiences in the actual task environments or, for this research, fieldtrip environment (Esteves, Fernandes & Vasconcelos, 2015). Most importantly, the fieldtrip can better able to aspire the students in their career developments and molds the gradual formation of their professional paradigms towards a responsible and quality tourism. Although fieldtrip, i.e. site-visits and work experience-based placements, as part of the educational experience which exposes the students to natural and diverse set of experiences outside classroom, is not new (Chmielewski-Raimondo, McKeown &

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Brooks, 2016), its study that involves the students taking the dominant role in the execution as tour guide is lacking of empirical research efforts. To be effective in the student fieldtrip, Orion (1993, 2008) advises the fieldtrip to be well- prepared so that the students can improve their familiarities with the fieldtrips and the destinations cognitively and psychologically, and engage in actual experiences as tourists, make observations and conduct group discussions during the trip (Orion & Hofstein, 1994), and in addition, students also need to provide a summary after the fieldtrip. Specifically, as this fieldtrip is also a process of national certification of tour guide for the students, the fieldtrip is solely arranged by the students. Thus, the students are actively engaging in the preparation, the journey and summary processes of the fieldtrip, and thus are completely empowered for their successes and experiences. In this way, the fieldtrip here fits into the notion of learning by doing and experiencing, for instance, the students are subjected to learn and make corrective improvements and action plans based on the challenges emerged on the actual field. The students are subjected to an experiential learning process as advocated in Kolb (1984) in that the students develop awareness and understanding (Chmielewski- Raimondo et al. 2016), and exploit higher- order reflective and analytical skills to help shape the overarching themes of continuous improvements in making future tour design and executions more reliable and pleasing to tourists. In addition, the learning outcomes could also feedback to improve course curriculum and to point towards any emerging themes relating to creative tour and its services. In this fieldtrip, the lecturer's role has shifted towards a facilitator, whose task is to "help students make sense out of their educational experiences. As a result, the educator no longer has the sole responsibility for enlightening, educating and motivating students through a lecture. That responsibility is then shared with students as they become more actively involved in their learning" (DiConti, 2005: 177). To be specific, the students are being put through a week-long fieldtrip experience which engages them with not only other students as tourists, but also the communities and other service providers such as hoteliers, restaurants and bus services, on the ground, including their own perceptions towards the trip.

As voiced in Mackenzie and Kerr (2013: 3), "few studies of issues faced by tour guiding professionals have been reported in the English-based literature." The present study extends previous research which focuses on the different types of tour guide roles to influence tourist perceptions, behaviors and attitudes by intercepting also the perceived value of the destination experiences, the student tourist learning, and the various aspects of ancillary services and supports to the tour. Tour guides are important as they are considered as the frontline service employees that are in constant contact with the tourists (cf. Netemeyer, Maxham, & Pullig, 2005), and thus, the roles played by tour guides are significantly important. The roles of tour guides are



stressed in this research, as they can reflect their common attributes (i.e. friendliness, courtesy, empathy, responsiveness, Zeithaml & Bitner, 2000), behaviors, and reactions directed to the tourists (cf. Biddle and Thomas, 1966: 29). In addition, roles executed by tour guides are translated into service encounters which take place “in situations involving the execution of well-learned behaviors” (Solomon, Surprenant, Czepiel, & Gutman, 1985). Thus, tour guide roles can be referred to represent an encounter system (Gutek, 1995), which implies that a tour organization can attempt to design to configure and modify an encounter system to increase its efficiency in the services. In addition, by emphasizing on the roles of tour guides, tour organization also stresses on a central theme that service providers hold the success or failure of a company in their hands (Noe, Uysal, & Magnimi, 2010: 79).

Dependent variables considered in this research involve tourist satisfaction, destination loyalty and intention to join future trip of similar performances. Tourist satisfaction is vitally important as “the service provider is always concerned about the satisfactory or unsatisfactory consequences that may result for the customer in a service situation” (Noe, Uysal, & Magnimi, 2010: 14). Loyalty measures the likelihood of the tourists’ willingness to behave as a partner of the tour organization (Bowen & Shoemaker, 1998) or to commit to revisit to the destination. The latter is known as destination loyalty, whereas the former is represented by the intention to join future trip of similar performance, which is generated when the tourists feel so strongly that the tour organization’s services can meet their relevant needs (Smith, 1998).

Research Objective

The case study taken is a student’s fieldtrip which involves as a part of the tour guide certification process. In the fieldtrip, a key learning objective involves developing the ability of the students to exhibit attitudes and behaviors required of a professional tour guide, and thus the student perceptions on the job roles of tour guides for the fieldtrip-arranged tour would manifest the execution of role scripts demanded. This fits into the explanatory intents of role theory (Biddle, 1979) which is applicable to people-based services like tourism (Solomon et al. 1985). Thus, the purpose of this study is to provide a “student” account of the roles of tour guides played in influencing tourists’ perceptions of the services, overall tour experiences and intention to join future trips of similar performances. In other words, this research investigates work roles of tour guides that are likely to impact on the tourist perceptions of quality services and the destination, including learning outcomes, which leads to destination loyalty, tourist satisfaction and intention to join future trip of similar performance. The roles can be considered as the performative



practices of tour guides which refer to the embodied dedications towards the tourists by the skillful uses of communicative, social, instrumental, interactional and caring competencies and attitudes. The results can be implied to help the university improve the tour guide qualification or modify the training or curriculum requirement, and also to suggest strategies to improve tour guide performances and contribute to making a pleasurable and memorable trip experiences of the tourists.

In particular, this research objective serves not only to provide a snapshot measurement of how the students perform in the actual field in that the outcomes meet the planned goals aimed by educationalists (Demirkaya & Atayeter, 2011), but also to help them learn the actual scenario from the perspective as tourists, by capturing the perceptions and the learning from the view of points of students as tourists during the fieldtrip. For instance, the research also aims to study how the tourists react strongly to the quality services and the destination sites, and also to the learning they can activate, and the roles played by tour guides during the trip encounters.

Research Methodology

In this research, a total of 116 students participated in the survey. These students belonged to three buses, out of a total of six buses used for the fieldtrip, that the researcher was assigned as an observer. In the four full-day fieldtrip, in which the snapshots of the trips are illustrated in Figure 1, the researcher rotated through different bus each day and the survey started on the very first thing in the morning after the previous day of fieldtrip experiences of the students. In this way, the observer has not, in any way, influenced the views and opinions of the students, and moreover, the students' memories are fresh and the survey restricts the students to address their perceptions to only the fieldtrip experiences of yesterday.

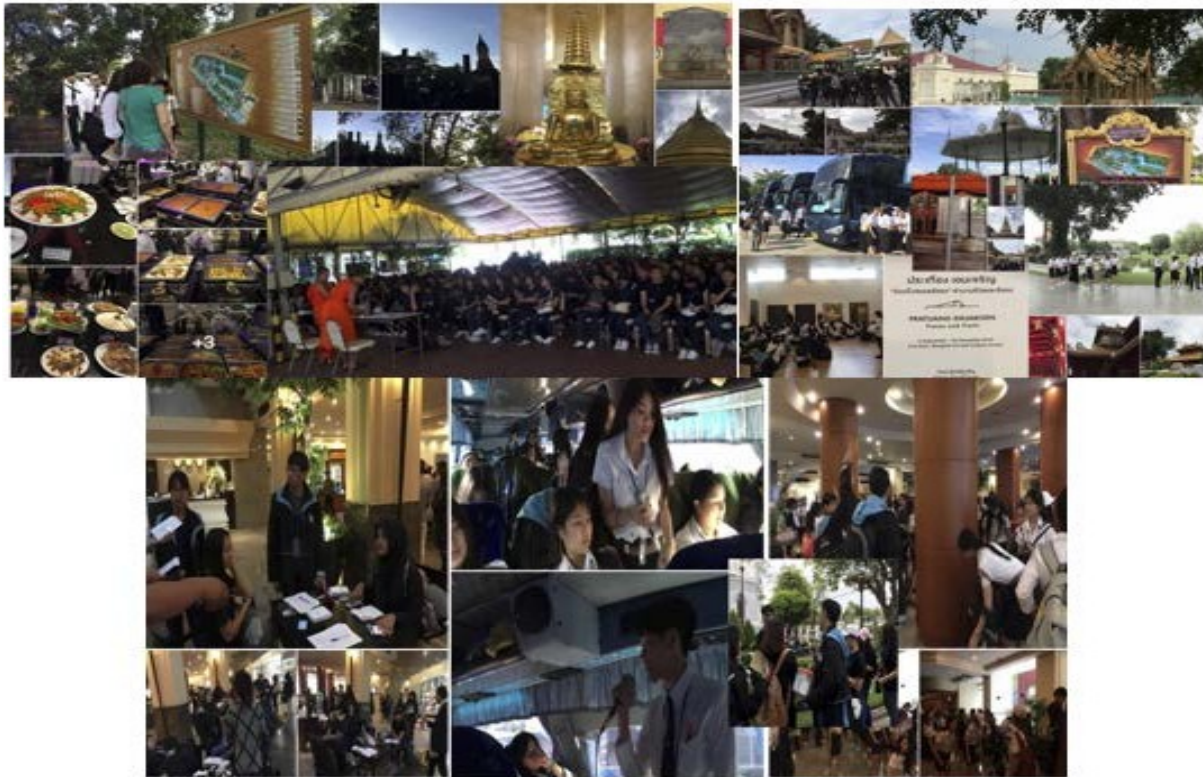


Figure 1 Snapshots of The Student Tour-Guide Certification Fieldtrips

In this random-based participation, there are 28 male students and 88 female students, which is 24.1% and 75.9%, respectively. Day 2 has 38 student participants, day 3 has 37 participants, and day 4 has 41 participants, or as 42.8%, 31.9% and 35.3%, respectively.

Table 1 shows the outcomes of the inter- item consistency reliability analysis, and each construct is unitary in nature, which is supported by that factor analysis being situated within Kaiser-Meyer-Olkin (KMO) sampling adequacy over 0.90 for all the constructs, and the factor loadings for the reliability analysis for each questionnaire- item of the construct are over 0.7-0.8 (Hayes, 2002). Table 1 also shows the Cronbach Alpha of each construct, with value well over 0.80, which indicates content consistency that measures the characteristics as defined and implied by each of the constructs (cf. Neuman, 2006), and as such, Table 1 provides the necessary foundation and basis for further inferential statistical analyses which this research relies mainly on multiple regression analysis.



Table 1 Reliability Analysis of Constructs

Construct and Items	α if item deleted	Mean
Social Role of Tour Guide (Cronbach Alpha, α = 0.85):		
<ul style="list-style-type: none"> Created opportunity to interact and share with tourists. 	0.805	3.784
<ul style="list-style-type: none"> Initiated conversation about the special topics or events. 	0.784	3.827
<ul style="list-style-type: none"> Befriended with the tourists as if brothers and sisters. 	0.780	3.78
Interactional Role of Tour Guide: (α = 0.858):		
<ul style="list-style-type: none"> Introduced the cultural background of tourist attractions in detail. 	0.841	3.905
<ul style="list-style-type: none"> Encouraged tourists to experience culture and be involved in local life. 	0.729	3.844
<ul style="list-style-type: none"> Was not hesitated in delivering the best service experience for tourists. 	0.829	3.715
Communicative Role of Tour Guide: (α = 0.873):		
<ul style="list-style-type: none"> Described tourist attractions in comprehensive detail. 	0.771	3.784
<ul style="list-style-type: none"> Described tourist 		



attractions patiently. • Included local people, events and objects in the interpretations.	0.830 0.860	3.887 3.896
Instrumental Role of Tour Guide ($\alpha = 0.89$): • Provided local	0.852	3.724
travel information in advance. • Repeatedly reminded tour members of the assembly time. • Had maintained the tour schedule progress reasonably well. • Confirmed that the tour members had received the messages communicated.	0.837 0.877 0.863	3.827 3.776 3.827
Care Role of Tour Guide ($\alpha = 0.919$): • Was attentive to tour members' dietary needs. • Was attentive to tour members' responses to services. • Was attentive to tour members' psychological needs. • Listened empathically to tour members. • Took care of tour members to the best of his or her ability. • Showed devotion to satisfy tour	0.901 0.896 0.896 0.905 0.920	3.801 3.836 3.871 3.845 3.888



member needs.	0.902	3.914
Value of Destination Experience ($\alpha = 0.84$):		
<ul style="list-style-type: none"> The destination site is attractive. 	0.809	3.62
<ul style="list-style-type: none"> The destination site is educational 	0.788	4.06
to me.		
<ul style="list-style-type: none"> The destination site is valuable to me personally. 		
<ul style="list-style-type: none"> The allowed time at the destination site was enough. 	0.768	3.957
	0.825	3.862
Learning ($\alpha = 0.927$):		
<ul style="list-style-type: none"> Generally, I had learned about the various things in the trip beyond my expectation. 	0.925	3.689
<ul style="list-style-type: none"> Generally, I had learned about the various things in the trip as expected. 	0.924	3.862
<ul style="list-style-type: none"> I had a number of new experiences from the trip. 		
<ul style="list-style-type: none"> I got better understanding about what we learned in the class from this trip. 	0.917	3.845
<ul style="list-style-type: none"> This trip has helped me to improve my self-confidence. 	0.917	3.974
<ul style="list-style-type: none"> This trip has helped me to develop my personal identity. 	0.916	3.871



<ul style="list-style-type: none"> • This trip has helped me to learn about myself. • This trip has helped me to acquire new skills. 	0.913	3.914
	0.916	3.888
	0.910	4.008
Transportation ($\alpha = 0.795$): <ul style="list-style-type: none"> • Vehicle was clean. • Driver obeyed the traffic rules. • Drive was polite and respectful to the participants. • The air conditioning of the vehicle was maintained well. 	0.790	3.879
	0.723	3.853
	0.741	3.931
	0.724	4.04
Food and Beverages ($\alpha = 0.911$): <ul style="list-style-type: none"> • The restaurant was clean overall. • Variety of meals was enough. • Meals were of good quality. • The number of the staff was enough at the restaurants. • Appearance of the service personnel was neat and clean. • Servicing personnel were 	0.897	3.56
	0.899	3.224
	0.902	3.371
	0.898	3.483
	0.888	3.655



<p>polite and respectful to the participants.</p> <ul style="list-style-type: none"> I do not feel overcrowded at the restaurants. 	<p>0.901</p>	<p>3.638</p>
	<p>0.902</p>	<p>3.328</p>
<p>Destination Loyalty ($\alpha = 0.812$):</p> <ul style="list-style-type: none"> I intend on visiting the destination in the future. I would advise / recommend other people to visit the destination site. 		<p>3.819</p> <p>4.000</p>
<p>Student Tourist Satisfaction ($\alpha = 0.879$):</p> <ul style="list-style-type: none"> I am very satisfied with the tour. I enjoyed myself greatly from the tour. I was very pleased during the trip. 	<p>3.793</p> <p>3.793</p> <p>3.810</p>	<p>0.820</p> <p>0.774</p> <p>0.824</p>
<p>Intention to Join Future Trip of Similar Performance:</p>	<p>Single-item Construct</p>	

Research Results

The descriptive statistics profile of each of the constructs is indicated in Table 2, which depicts the mean in the range of 3-4 (neutral Table 2

The Descriptive Profile of the Construct to agreeable level), out of five Likert scale ranging from 1 = strongly disagreed to 5 = strongly agreed for each of the questionnaire items (referred to Table 1) asked. Obviously, there are significant performance gaps the students would need to bring to the level of 4 to 5 levels of perceptions and attitudes.

Table 2 Descriptive Statistics



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Social Role of Tour Guide	116	1.00	5.00	3.8218	.77948	-.529	.225
Interactional Role of Tour Guide	116	1.00	5.00	3.8218	.74656	-.474	.225
Communicative Role of Tour Guide	116	2.00	5.00	3.8563	.68978	-.082	.225
Instrumental Role of Tour Guide	116	1.00	5.00	3.7888	.82857	-.726	.225
Care Role of Tour Guide	116	1.00	5.17	3.8592	.79570	-.578	.225
Destination (Any)	116	2.00	5.00	3.8750	.72794	-.214	.225
Learning	116	1.25	5.00	3.8815	.73312	-.649	.225
Transportation	116	2.00	5.00	3.9267	.72383	-.396	.225
Food and Beverage Facility	116	1.29	5.00	3.4655	.94557	-.377	.225
Loyalty	116	1.50	5.00	3.9095	.82778	-.431	.225
Tourist Satisfaction	116	1.00	5.00	3.7989	.82810	-.624	.225
Intention	116	1.00	5.00	3.8103	.89359	-.285	.225
Valid N (listwise)	116						

By the use of Structural Equation Modeling (SEM) technique, a first-layer fit is shown

By the use of Structural Equation Modeling (SEM) technique, a first-layer fit is shown in Figure 2 highlighting the conditioning impact of tour-guide roles to the perceptions of the tour members towards the value of the destination experience and the learning occurrence. Further, in Table 3, it displays that social role of tour guide plays an active role in influencing tour members' perceptions over the value of the destination experience, while three other tour-guide roles, in terms of interactional, instrumental, and care, and the tour members' perceptions of the value of the destination experience, have significant influences predicting the variance of tour members' learning. Table 3 indicates the Goodness-of-Fit Index (GFI), which is an early attempt to produce a fit statistic that is less sensitive to sample size (Hair et al. 2006) at 1 which is an

excellent fit. Also, the Normed Fit Index (NFI) shows a perfect fit of value = 1, and the Comparative Fit Index (CFI), which is also normed so that value is between 0 to 1, also shows a perfect fit. GFI, as discussed in Hair et al. (2006), has “many desirable properties, including its relative, but not complete, insensitive to model complex” (p. 749). Nevertheless, the high skewness values in Table 2 indicates that a model may not fit well to an actual population, not just a sample used for estimation – that is the Root Mean Square Error of Approximations (RMSEA) are slightly further away from zero, which implies that not all the roles of tour guides displayed in Figure 2 will actively impact on tour members’ learning and perceptions relating to destination experiences.

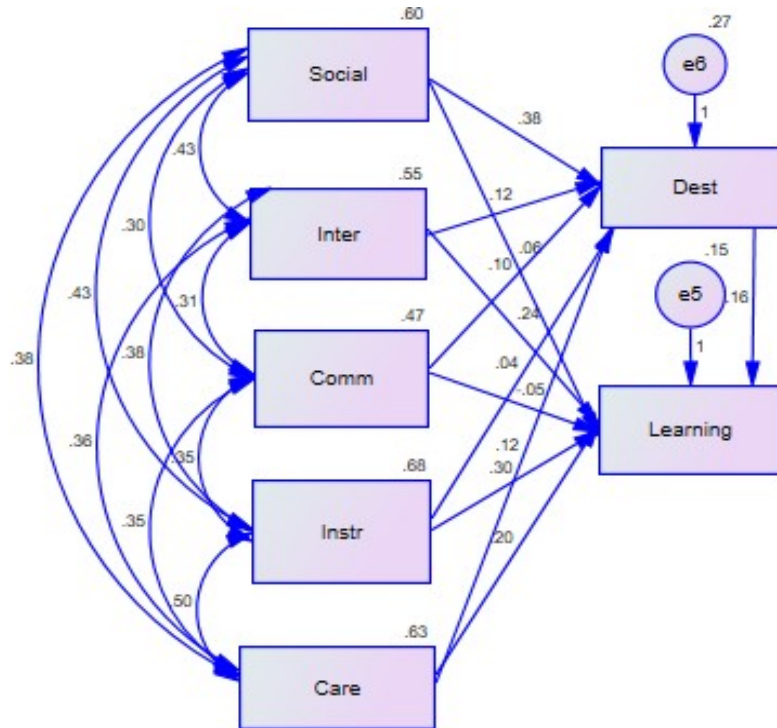


Figure 2 First-Layer Model Fit

Table 3 Model Fit Descriptive Statistics

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P
Destination	<---	Interactional Role	.115	.107	1.074	.283
Destination	<---	Instrumental Role	.037	.102	.363	.717
Destination	<---	Care Role	.119	.103	1.158	.247
Destination	<---	Social Role	.378	.105	3.610	***
Destination	<---	Communicative Role	.102	.101	1.010	.313
Learning	<---	Interactional Role	.242	.080	3.036	.002
Learning	<---	Communicative Role	-.046	.075	-.608	.543
Learning	<---	Destination	.157	.069	2.275	.023
Learning	<---	Social Role	.065	.082	.794	.427
Learning	<---	Instrumental Role	.303	.075	4.032	***
Learning	<---	Care Role	.200	.077	2.612	.009

Table 4 Model RMG, GFI

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.000	1.000		
Saturated model	.000	1.000		
Independence model	.319	.288	.051	.216

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	1.000		1.000		1.000
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Without going into the statistical details, the overall model of the multiple regression study is shown in Figure 3, which illuminates the central roles played by the tour members' learning and their perceived value of the destination experience, and in addition, ancillary services and amenity in terms of food and beverages and transportation qualities are equally vital to influence tour members' attitudes and feelings, i.e. destination loyalty, student tourist satisfaction, and the intention to join future trip of similar performance. The latter (intention) can be used to infer the effectiveness of the trip program and the services rendered by the tour guides. Thus, while the perceived value of destination experience and learning manifests the authenticity, activity and attraction and acquisition of knowledge aspect of tourism, the transportations and food and beverages are the supporting resources which also play significantly important roles in influencing

tourist satisfaction and intention for continuing relationship with similar trip program and the tour-guide services. Tourist loyalty is important as the trust gained could reduce price elasticity of trip program offers (Hornell et al. 2006), and through positive words-of-mouth of the tourists who have had experienced the tour services (shown in the operationalization of destination loyalty, see Table 1), would lead to market size expansion and good reputation in the marketplace (Walsh et al. 2009).

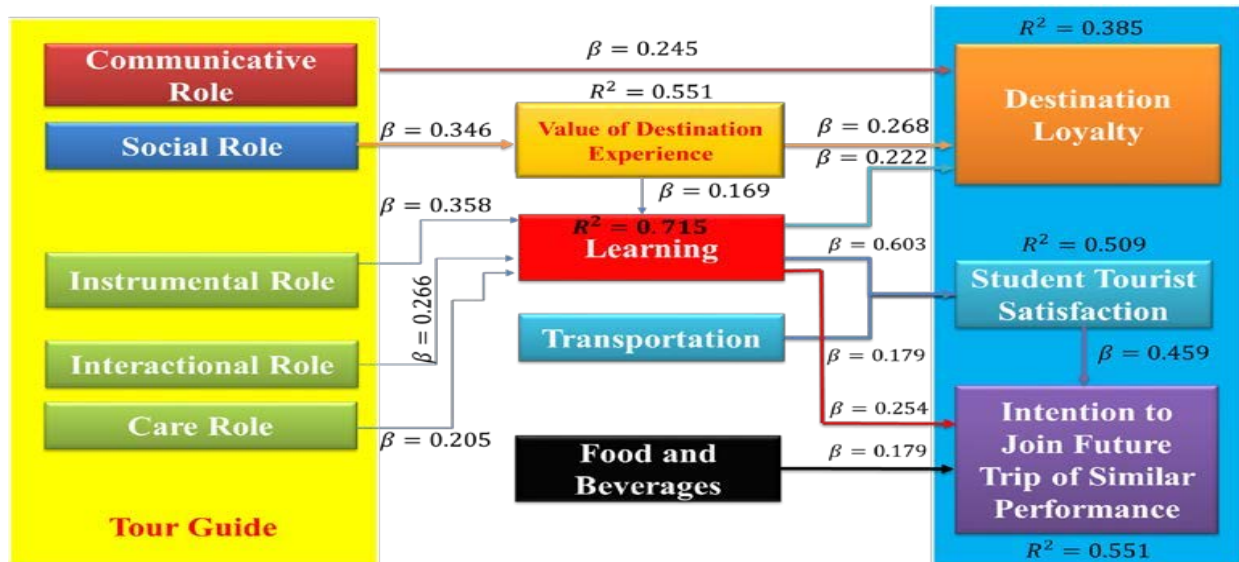


Figure 3 Conceptual framework of Research

Discussion of Research Results

The learning-centered experience of tour members, as indicated in Figures 2 and 3, illustrates a tourist experience process which involves knowledge generation and tourists' uses of sense-channels (Moscardo, 2009; Li, 2000) in the experiential processes to impact on personal development, i.e. the trip has helped to improve self-confidence, develop personal identity, learn more about myself, and acquire new skills, which could further benefit careers and relationships with family members, circles of friends and colleagues in the workplace (Aung & Tan, 2016).

Most importantly, Figures 2 and 3 conclude the significant role played by tour guide in different responsibility dimensions such as communicative, social, instrumental, interactional and care, and can be interpreted as unique resource advantages for tour service provider. Having linked the tour-guide resources to destination loyalty and intentions to engage the service of the tour in future, the model depicts a scheme for enabling long-term success. Apart from the people-driven resource, shown in tour guide roles, destination quality and its perceived values is an apparent

factor directly influences tourist attitude towards the destination, indicated by destination loyalty. Thus, it implies that to deliver effective services and impression, the tour organizations must focus on resource management and positioning, which is a view taken by the resource-based competition (RBV, Barney, 1991; Wernerfelt, 1984) and strategic orientation of market positioning and competitive advantage (Porter, 1985).

Conclusion

This section concludes the research findings addressing to achieve the research purpose stated – that is, to provide a “student” account of the roles of tour guides played in influencing tourists’ perceptions of the services, overall tour experiences and intention to join future trips of similar performances. The empirical findings conclude a 3C model of tourist experience and attitudinal perceptions, as shown in Figure 4, which stresses on the different facets of tour-guide roles in conditioning the cognitive functioning of the tourists in terms of perceived values of destination experiences and learning that arises, and in turn influences the attitudinal and emotional consequences of the tourists, such as manifested in destination loyalty, satisfaction and intention to join future trips of similar performances.

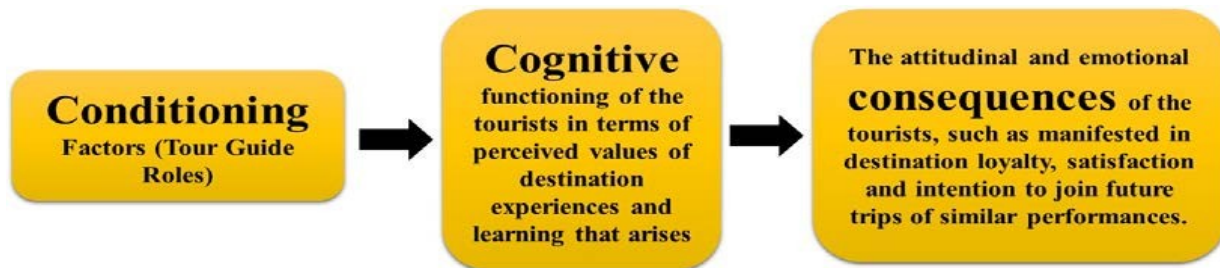


Figure 4 Tour Guide Role-enabled Condition-Cognitive Functioning of Tourists - Consequence Model of Tourist Experience and Attitudinal Perceptions

Source: Developed for this Research

It is noted that Figure 4 is the abstracted version of Figure 3. The different aspects of the roles of tour guide condition the visitors or tourists to have high interests in the contents and arouse the educational motives which lead to them perceiving effective learning to take place as well as quality destination sites. This shares the mindfulness theory of Moscardo (1996; 2009) in that the role of tour guides can set to create the mindful state of cognitive functioning of the tourists, which lead to active experience and participation of tourists and thus positive outcomes such as satisfaction.



In particular, social role is shown to be able to determine the variance, at 55.1 per cents, of the tour members' perceptions of the values of the destination experience in significant level. In other words, the social role of tour guide in influencing tourists' perceptions of the quality received in the destination implies a direct reflection of the participatory experiences of tourists as well as demonstrating the empathic attitudes and behaviors of tour guides (cf. Gergen, 1994), and when learning also exists, both the perceived value of the destination experience and learning can explain significantly the variance of tourists' loyalty of the destination, for 38.5 per cents. When learning does arise, which illuminates the trip's ability to improve the self-confidence, personal identity, and about myself, etc., and together with perceived food and beverage qualities, can significantly determine the variance of the tour members' intention to join future trips of similar performances, at 55.1 per cents. Both learning results and transportation quality are shown to significantly influence the variance of the tour members' satisfaction, at 50.9 per cents.

Implication for Curriculum Development

It is clear from the research findings that integrating fieldtrip experiences of the students into academic courses should not only be purposeful but experiential learning driven in that it should foster the students' ability to observe and make use of available fieldtrip data for continuous improvements. For instance, based on the fieldtrip data, students should be made collaboratively involved in co-creating and executing the roles of tour guides in various facets with commitment, as the research clearly shows their positive impact on perceptions of the student tourists on destination image and the quality services provided, as well as impact on the students' learning of the trip. By acknowledging the roles of tour guides played in influencing the perceptions over destination and other service domains, including learning, and thus destination's loyalty, student tourist satisfaction and intention to revisit in tour of similar performance, it is hoped that, by inferring to the Piagetian lens as discussed in Papert (1991), "learners are naturally active builders of their own knowledge structures and that learning will be more effective when they are engaged using artifacts that are personally meaningful to them" (Blessinger & Wankel, 2012).

Based on the research outcomes identified, as either post-mortems or summative feedback of the success or things to be improved of the fieldtrip, the students of the course and the fieldworks can relate to each other on relevant findings, and can create or extend specific



research findings or contents that are grounded in real-world contexts, and further donate or share information on what the students experience relating to the research findings, in the class as a true community of learners. The “relate,” “create,” and “share” form the essential components of an engagement theory advocated in Kearsley & Shneiderman (1998) which aims to foster cooperation and exchange among students to produce a significant effect in performance (Strickland & Xie, 2012).

In short, the successful implementation of the fieldtrip relies upon not only the preparatory works, the post-mortem and summative feedback and research data analysis of the students’ perceptions of the trip, but the trip itself is driven by the roles of the tour guides as well as the services provided on the transportation (as it is a long journey), food and beverages, the overall learning and the destination understanding.

Implications for Tour Guides

The findings suggest that emphasizing the proficient execution of tour guides via communicative, social, instrumental, interactional and caring roles and competencies would increase the effectiveness of tour services that stimulate positive perceptions of tourists. In addition, the roles of the tour guide must be executed creatively and actively so that the tourists are mindful of the stimulations to activate learning and appreciation of the services and attractions offered by the destination and the trip services, which is a theme strongly advocated by Moscardo (1996; 2009). For student fieldtrips, learning is a significant outcome as well as takes a mediating role to influence student tourist satisfaction, which can be supported by the instrumental, interactional and caring roles of the tour guides. Without students perceiving learning to arise, the students’ intention to join future trip of similar performance is weakened. This research also implies that when the tour guides can actively involve in their jobs (cf. Allport, 1943), it can lead to satisfactory outcomes demanded of the job role (Zopatis, Constanti, & Theocharous, 2014), such as manifested as quality tourist experience inferred from this research (cf. Graefe & Vaske, 1987).

Implications for the Students

The resultant 3C model can help the students understand the dominant variables at play in the tourists’ views of how tour guides influence their overall perceptions, attitudes and satisfactions. The model is also an effective communication means to help the students bridge the gap between what is learned in the classrooms and the actual fields. The model also highlights a practical application of the resource-based and marketplace competitive advantage-oriented



Suggestions

views of business strategies.

Students also need to learn to recognize the significant value of road transportation, which shares what King & Associates' (2007:2) have advocated upon – that is, “the private sector tourism industry needs to be more engaged and more proactive in transportation policies and issues”. King & Associates (2007: 3) also highlight that “to be a tourist is to be concerned about driving time, driving safety, driving costs, and driving frustrations,” and thus, emphasizing on the quality of transportation and on-the- journey services would certainly improve the recreational states of tourists and thus their satisfaction and loyalty.

In sum, transportation is shown in the multiple regression to significantly influence the student tourist satisfaction, partly as tourists spend a good proportion of time with the transportation. In fact, without transportation, most forms of tourism could not exist (Lamb & Davidson, 1996: 264). While in this research, transportation is a logistics means to support tourism (Collier, 1994), but in other occasions such as a cruise, transport is considered as tourism itself which forms the basis for the tourist experience (Lumsdon & Page, 2004).

Lastly, the students consider learning to be especially effective when they can acquire the knowledge and perceive they have received the values of the destination experiences, which changes the way they think about the destinations, the trip and they alter how they would behave after the learning. Learning is particularly facilitated and triggered by the instrumental, interactional and caring roles of tour guides. Thus, learning arises and is manifested by the unique perceptions underlying the experiences that shape further conceptions and behaviors of the tourists (cf. Ormand, 1999).

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