

Fieldtrip Advantages for Tourism Students: Contributing Towards Hierarchical Aspect of the Stimulus-Organism-Response (S-O-R) Theory ผลกระทบจากการฝึกปฏิบัติการท่องเที่ยวภาคสนามของนักศึกษาการท่องเที่ยว ประยุกต์ตามแนวคิดโมเดลลำดับชั้น เอส-โอ-อาร์ (S-O-R)

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Abstract

Fieldtrip is an important pedagogical means which tourism education in Thailand is actively pursuing. Nevertheless, the advantage of field trips manifested through the ability to see the actual theory in the practical field is relatively unexplored. This study thus proposes a stimulus-organism-response (S-O-R) framework as a platform bridging the abstract conceptualization of theory and concrete experience of field trip in experiential learning theory. To help researchers identify and operationalize the relevant constructs in the S-O-R model, socio-cognitive theory is adapted which provides, for instance, the destination environmental attributes, as the stimuli to induce perceptual working of students as tourists and thus loyalty response to the trip

arrangement. The tourism students formed the population framework in which one-hundred-and-seventy valid responses were made available and provided the data base for multivariate statistical analysis. The measurement instrument was subjected to reliability and construct validity assessment, using statistical parameters such as total variance explained and cross-correlations, and definitions of variables and appropriate context as the rigorous guidelines. In particular, convergent and divergent validity assessments further support the construct validity. Structural equation modeling (SEM) analysis highlights both incremental ($NFI=0.983$, $CFI=0.996$ and $TLI=0.991$), and absolute fits (i.e. $RMSEA=0.04$, $SRMR=0.0246$) and illuminates the role of field trip in facilitating the data collection ground for testing and validating the theories – presenting an obvious pedagogical advantage for tourism studies.

Keywords: Stimulus-Organism-Response (S-O-R), Tourism Fieldtrip, Experiential Learning, Social Cognitive

บทคัดย่อ

การฝึกปฏิบัติการท่องเที่ยวภาคสนามของนักศึกษาเป็นวิธีการเรียนการสอนที่มีความสำคัญต่อการศึกษาของประเทศไทย อย่างไรก็ตามงานค้นคว้าและทฤษฎีวรรณประโภชน์จากการฝึกปฏิบัติการท่องเที่ยวภาคสนามยังมีการค้นคว้าในจำนวนจำกัด การศึกษาครั้งนี้นำทฤษฎีพัฒน์ปริโภค เอส-โอ-อาร์ (S-O-R) เป็นกรอบแนวคิดที่เข้มข้นความคิดเชิงนามธรรมจากทฤษฎีและการเรียนรู้เชิงประสบการณ์ที่เป็นรูปธรรมจากการฝึกปฏิบัติการท่องเที่ยวภาคสนาม เพื่อให้นักวิจัยสามารถแยกแยะและวัดผลตัวแปรตามโครงสร้าง ลำดับขั้น เอส-โอ-อาร์ มีการประยุกต์ทฤษฎีการเรียนรู้ทางสังคมเชิงพุทธิปัญญา คุณลักษณะสภาพแวดล้อม ของแหล่งท่องเที่ยวที่เป็นสิ่งกระตุ้นเพื่อการรับรู้ของนักศึกษาในฐานะนักท่องเที่ยวซึ่งจะส่งผลให้เกิดความจริงภักดีเพื่อเป็นแนวทางในการจัดเตรียมเส้นทางในครั้งต่อ ๆ ไป ประชากรในการศึกษาได้แก่ นักศึกษาการท่องเที่ยวจำนวนหนึ่งร้อยเจ็ดสิบคนเป็นผู้ให้ข้อมูลสำหรับใช้ในการวิเคราะห์ทางสถิติพหุตัวแปร เครื่องมือวัดได้รับการประเมินความเชื่อมั่น (Reliability) และความเที่ยงเชิงโครงสร้าง (Construct Validity) โดยใช้สถิติพารามิเตอร์ (Parameters) เช่น ร้อยละ ความแปรปรวนของ Factor ทั้งหมดที่อธิบายชุดตัวแปรได้ (Total Variance Explained) ค่าสหสัมพันธ์เชิงไขว้ (Cross-c cross-correlations) รวมถึงนิยามตัวแปรในบริบทที่เหมาะสม โดยเฉพาะการตรวจสอบความเที่ยงเชิงโครงสร้างด้วยการหาความเที่ยงเชิงเหมือน (Convergent Validity) และความเที่ยงเชิงจำแนก (Divergent Validity) การวิเคราะห์ผลแบบจำลองสมการโครงสร้าง (SEM) ด้วยการตรวจสอบทางสถิติความสัมพันธ์เชิงสาเหตุพบว่า ความสัมพันธ์ระหว่างตัวแปรทั้งสอดคล้อง ($NFI=0.983$, $CFI=0.996$ and $TLI=0.991$) และกลมกลืน ($RMSEA=0.04$, $SRMR=0.0246$) จากการเก็บและรวบรวมข้อมูลจากฐานจากการฝึกปฏิบัติภาคสนามของนักศึกษาการท่องเที่ยวเพื่อทดสอบและตรวจสอบทฤษฎี

พบว่า การฝึกปฏิบัติการท่องเที่ยวภาคสนามของนักศึกษาการท่องเที่ยวมีผลกระทบโดยอิทธิพลต่อการเรียนการสอนด้านการท่องเที่ยว

คำสำคัญ : เอส-โอ-อาร์ ตัวกระตุ้น (Stimulus) กลไก (Organism) และการตอบสนอง (Response)
การฝึกปฏิบัติการท่องเที่ยวภาคสนาม การเรียนรู้เชิงประสบการณ์ การเรียนรู้ทางสังคม เชิงพุทธิปัญญา

Introduction

Field trips contain real world components of the subjects taught at university and thus can help students to fully prepare for their careers (Garvin and Ramsier, 2003). Having absorbed in real world experiences, Hurst (1998) acknowledges that field trips are means by which the students can make use of the planned journey to a diversity of regions to collect data taken at a variety of scales and locations in order to test hypothesis. Thus, field trips are pedagogical tool allowing the students to engage in real-world setting for higher-order and structured learning experiences and thinking (Procter, 2012). Field trip arrangement has another important obvious advantage – that is, due to its social, participatory and problem-solving context (Kelner and Sanders, 2009), it allows the students to be jointly responsible for their learning (Admad, Abbas, Yusof and Taib, 2013). Despite mounting evidences supporting the linkage between fieldtrip experience and benefits, learners and the teachers often fail to approach experiencing the field trip from a theoretical-empirical integrated platform (Nishio and Kashihara, 2016; Tan, 2017a; 2017b). This thus forms the research problem, which suggests using a stimulus-organism-response (S-O-R) concept as the theoretical base to bridge between theory of classroom and practice of field trip. Apart from this pragmatic contribution, S-O-R also provides a platform of active experimentation and reflective observation bridging the abstract conceptualization of theory and concrete experience of field trip (Kolb, 1984) and implies a pedagogical strategy of learning by model (Schank, 1997) based on S-O-R. In this research, a tourism field trip case is studied.

Objective

The purpose of this research is to demonstrate the advantage of tourism study field trip as theory testing ground by use of socio-cognitive theory base in facilitating the design of a hierarchical structure of stimulus-organism-response (S-O-R) model for studying tourist behaviors in actual tourism field.

Scope of Research

This research makes use of perceptual responses of the students relating to the key characteristics of destinations to help the students learn about the alignment between theory and practice. For museum destination, the quality and dynamicity nature would be stressed. For natural landscapes, city tours and temple experiences, their quality and cognitive and affective images are studied. A hierarchical structure thus arises separating the museum versus the other attractions in the S-O-R framework, and perceptual analysis is targeted across these entire spectrum domains.

Conceptual Framework

The conceptual framework is given in Figure 1, which represents a variant of the S-O-R configuration in a two-tier hierarchy in delineating the two natures of destination attractions (museum and non-museum) involved in the psychological state formation and responses.

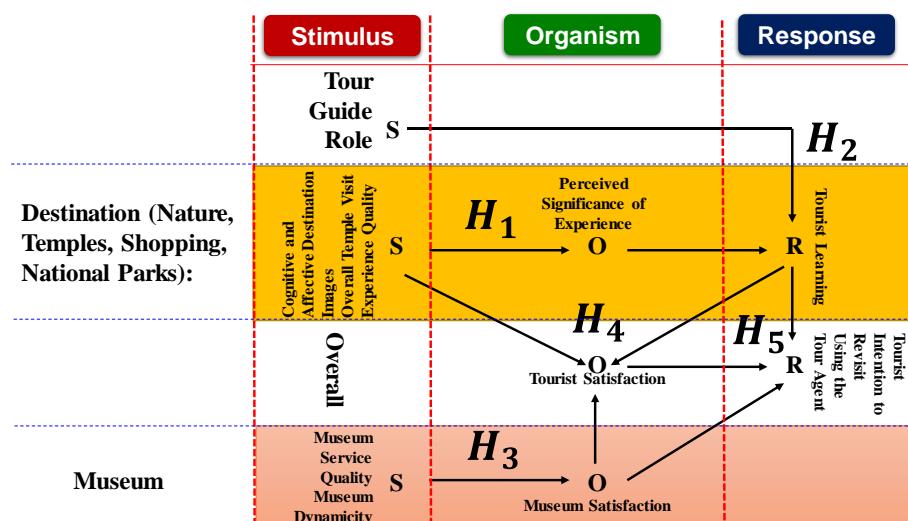


Figure 1: The Conceptual Model – Hierarchical S-O-R Framework

Specifically, in Figure 1, both cognitive and affective destination images are considered as the stimuli, partly attributable to being critical to destination and its brand positioning, and the fact that tourists often use them in destination choice-making (Stylos, Vassiliadis, Bellou, and Andronikidis, 2016). Through engaging experientially with the stimuli, tourists start to form value perceptions and the significance of the experiences.

Following the logic of the S-O-R framework explained, the following hypotheses are proposed, which narrate the relationship structures of 11 constructs depicted in Figure 1.

Hypothesis 1 (H₁). Stimulus factors, constituting cognitive and affective destination images, and overall temple visit experience quality, positively influence perceived significance of experience of tourists. Hypothesis 1 recognizes the stimuli as sources stimulating tourists to experience different facets of the trip and form perceptions of value or significance. Hypothesis 1 is S-O in nature, which also helps clarify social-psychological linkage domains of tourist behaviors.

Hypothesis 2 (H₂). Tour guide roles, together with the stimuli and organism stated in Hypothesis 1, positively influence tourist learning. The combined roles of tour guide and the tourists co-create the experiences, which facilitate tourists to learn experientially. Learning thus represents an active participation state of tourists, which is a base for creative experience in “creative tourism” (Tan, Kung and Luh, 2012). Having considered tourist learning, which is a often-neglected factor in tourist behavioral studies, would add contribution towards tourist behavior via the role of tourist learning.

Hypothesis 3 (H₃). The museum stimulus factors, constituting of museum service quality and museum dynamicity characteristics, significantly influence museum visitor satisfaction (organism). Dynamicity of museum represents the absorption and learning of tourists engaging with museum exhibitions and participatory activities, such as absorbing in understanding the cultural comprehensions. In this process museum service quality is a necessary bridge to meet these needs and expectations. Museum service quality is represented by the exhibition presentation, the tangibles, empathy and communication (Lepoutre and Tan, 2014).

Hypothesis 4 (H₄). The stimulus factors stated in Hypothesis 1, together with tourist learning and museum visitor satisfaction, significantly influence tourist satisfaction.

Hypothesis 5 (H₅). The two levels of satisfaction – namely museum and overall, together with tourist learning, significantly influence the conative response of tourists to revisit using the tour guide services. This hypothesis adapts the normative acknowledgement of the role of tourist satisfaction played in destination marketing success through influencing the choice of destination and decision to revisit (Ramseook-Munhurrun and Naidoo, 2015), which is reckoned as strategically important for sustainable competitiveness of tourist destinations (Campon-Cerro, Hernandez-Mogollon, and Alves, 2016).

Definition of Operational Terms/ Research Terms

The definitions of constructs adapt the works of Tan (2017a; 2017b) and are summarized as follows. These definitions serve the validity-assured groundwork for the design of survey instruments.

Perceived significance of tourist experience is taken to imply the trip has personal special implication, demonstrates extraordinariness and uniqueness, educational and delivers positive values for personal growth and helps employment.

Tourist learning presents the extent to which the student tourist learns various things as expected and beyond, new experiences gained, and helps gain better understanding about what is learned in the class.

Tour guides manifest numerous important roles such as social role, interactional role, communicative role, instrumental role, care role and the management-by-exception role (Tan, 2017a). Social role presents the tour guide's ability to create opportunities for interactions and sharing among the tour members, initiate conversation and establish friendships. Interactional role defines the extent the tour guide makes efforts to introduce tourist attractions and thus encourages tourists to experience and involve in local life. Communicative role identifies the efforts of the tour guides in describing destination attractions patiently and informatively so as to ensure knowledge is transmitted. Instrumental role describes how tour guides instrumentally provides local travel information and the needed in order to make the trip successful. Care role demonstrates the empathic caring attitude and behavior of tour guide. The management by exception role defines the ability of tour guide to handle exceptions.

Cognitive destination image defines the extent a destination has the uniqueness of the tour attraction characteristics, be it local food choices, landscaping, cultural attractions, or creativity in souvenirs.

Affective destination image defines the overall impression towards a destination in the sense of being pleasant, exciting, relaxing, enjoyable and fun.

Tourist satisfaction defines the extent the student tourists find themselves enjoying, being pleasant and satisfied with the trip.

Tourist intention to join the trip by use of a tour agent performing similar level of performance is aimed for the ultimate dependent variable.

Museum service quality is defined to the extent the exhibitions demonstrate attractiveness, are educational, including the service attitudes and informational availability.

Museum dynamicity is defined to the extent the student tourists are absorbed and engaged with the activities and exhibitions.

Museum satisfaction describes the extent the student tourists enjoy, feel interesting and perceive the museum experiences met the expectation and are worth.

Literature Review

Stimulus-organism-response (S-O-R) theory was conceptualized by Mehrabian and Russell (1974) which takes root in environmental psychology. S-O-R has been widely acknowledged to provide insights relating to consumer behaviors (Jani and Han, 2015). Nevertheless, the hierarchical configurations and variations of S-O-R have vastly been neglected, which this research aims to fill the gap by illustrating using a field trip experience context. The use of S-O-R theory in fieldtrip context has been neglected in the extant literature. By acknowledging the field trip as stimuli (destination attributes), S-O-R framework is particularly suitable.

In this research, the S-O-R framework suggested in Figure 1 is illuminated based on socio-cognitive theory, which forms a key theoretical contribution of this paper. In this way, the S-O-R delivers and reflects also the triadic reciprocal causation framework of socio-cognitive theory, which advocates active and constructivist learning stimulated through destination and its associated characteristics (i.e. destination images and quality, museum characteristics represented by museum quality and dynamicity nature, and tour guide facilitation roles). As discussed in the phenomenological discourse in Tan (2016), with the stimuli-induced consciousness as a condition and according to the Buddhism concept, names and forms arise – that is, perceptions and attitudes form, which causes approach or avoidance responses (Vieira, 2013) or behaviors (Bandura, 1986), such as tourist learning and tourist intention to revisit using the tour agent performing similar level of performance.

Research Method/ Research Methodology

The Research Design

The researchers co-involved in the fieldtrip activity design with the students. The research is quantitative and explanatory in nature. The research first identifies a research problem and a theoretical entry point as area of contribution. Stimulus-organism-response (S-O-R) framework with the explanatory support of socio-cognitive theory is thus proposed as

tourism field trip being a stimulus field is rationale, and thus forms the groundwork for literature review. Having arrived at the conceptual model – which integrates five hypothetical structures – questionnaire-based instrument is developed which relies on the definitional guidelines of research terms given in this paper. The instruments adapted and extended the works of Tan (2017a, b) and Tan (2018). The instrument was further subjected to rigorous multivariate statistical analysis to ensure conformance to measurement reliability and construct validity through convergence and divergence validity assessments. With the validity and reliability as the background, structural equation modeling (SEM) analysis was performed, providing evidences for accomplishing the research objective – in that the students see the advantage of fieldtrips as theory testing ground.

Data Collection

The research developed questionnaire instrument to survey the tourism students to a fieldtrip that took place during 2-7 November, 2017. The field trip was a compulsory activity for the tourism students to complete their BA degree. Data was collected from the students responding to the questionnaire survey in view of their fieldtrip experiences that took place in Sukothai, Ayutthaya, and Bangkok. The destinations visited were of numerous types, namely world heritages, culture, museums, lifestyles experiences, and Buddhist temples. Six buses were used for the fieldtrip, with total student numbered at 170. Every student participated the survey, and their responses were all valid for statistical processing.

The Fieldtrip Journey

The fieldtrip journey is a part of the course “Principle of Professional Tour Guide” (course identity number: 120537), serving as first-hand learning experiences for the students to develop the skills of professional tour guides. The fieldtrip journey was arranged to visit Wat Mahatat, Chao Sam Phraya national museum, Wat Phanan Choeng, Ayutthaya floating market and Wat Yai Chaimongkol on second day, after leaving the university campus on first day’s evening, then proceeded to Bang Pa-In royal palace, Chatuchak weekend market on day 3, and Grand Palace, Wat Phra Si Rattana Satsadaram, Wat Phra Chetuphon Vimolmangklaram Rajwaramahaviharn, and river cruise buffet on day 4, and Si Satchanalai historical park on day 5, The characteristics of these destinations are incorporated in the constructs as cognitive and affective images, temple visit quality and museum dynamicity.

Research Results

This section presents the results in addressing the stated objective by using tourism study field trip as theory testing ground in validating a hierarchical structure of stimulus-organism-response (S-O-R) for studying tourist behaviors in actual tourism field. The data were collected from the field trip necessitated by the curriculum. The multivariate statistical analysis is used for the assessment, which is based on one-hundred-and-seventy valid questionnaire response set from the students. The trip was conducted during November 2017 for a total of five days.

Prior to structural equation modeling (SEM) analysis, which aims to validate the fitness state of the hypothetical model given in Figure 1, reliability and construct validity were first assessed. In particular, discriminant and convergent validity are highlighted for construct validity evaluation. An exploratory factor analysis fundamentally confirms the unitary nature of the constructs stated in the operational definition section, with the exception that tour guides present six distinct roles, namely social, interactional, communicative, instrumental, caring and management by exceptions, as stated in Tan (2017a). Table 1 provides the statistical outcomes of the exploratory factor analysis, reliability index, mean and standard deviation descriptions, convergent validity, and a portion of matrix which illuminates the support for discriminant validity. Factor analysis was shown adequate by the value of Kaiser-Meyer-Olkin passing the 0.6 as the minimum threshold and with the significance of the Bartlett's test of sphericity.

Table 1: The Mean Descriptive, Discriminant and Convergent Validity Analysis and Reliability of the Questionnaire Instrument

V	KMO	Bartlett's Test of Sphericity			C.R. (Alpha)	CV (AVE)	Mean	Std. Dev.	Discriminant Validity Analysis: Correlations Analysis and Square Root of AVE on Diagonal												
		Chi-Square																			
		1	0.869	620.773	21	0.000	0.907	64.47	3.64	0.71	0.803										
2	0.874	728.5	28	0.000	0.909	61.45	3.74	0.63	0.755**	0.784											
3	TG1	0.72	187.11	3	0.000	0.847	0.924	76.73	3.47	0.69											
	TG2	0.837	347.77	6	0.000	0.895		76.09	3.5	0.7											
	TG3	0.826	326.46	6	0.000	0.889		75.08	3.53	0.72	0.618**	0.729**	0.854								
	TG4	0.785	263.13	6	0.000	0.851		69.19	3.5	0.67											
	TG5	0.898	544.03	15	0.000	0.912		69.42	3.6	0.64											
	TG6	0.734	191.77	3	0.000	0.854		77.5	3.59	0.72											
4	0.924	1037.38	55	0.000	0.926	68.42	3.64	0.65	0.707**	0.711**	0.78**	0.827									
5	0.863	502.01	10	0.000	0.916	74.95	3.69	0.72	0.619**	0.616**	0.706**	0.72**	0.866								
6	0.757	263.01	3	0.000	0.897	83.01	3.63	0.74	0.6**	0.652**	0.702**	0.674**	0.739**	0.911							
7	0.8	146.97	1	0.000	0.888	89.95	3.65	0.79	0.63**	0.656**	0.645**	0.68**	0.681**	0.715**	0.948						
8	0.918	681.65	21	0.000	0.923	68.55	3.77	0.69	0.559**	0.651**	0.666**	0.683**	0.633**	0.691**	0.672**	0.828					
9	0.911	684.8	21	0.000	0.923	68.5	3.79	0.71	0.577**	0.626**	0.582**	0.644**	0.644**	0.665**	0.663**	0.686**	0.828				
10	0.93	1419.8	120	0.000	0.941	60	3.66	0.6	0.587**	0.665**	0.705**	0.711**	0.711**	0.664**	0.665**	0.674**	0.801**	0.775			
11	0.921	1213	66	0.000	0.94	60.69	3.76	0.62	0.652**	0.644**	0.722**	0.67**	0.682**	0.67**	0.644**	0.735**	0.705**	0.745**	0.779		

** significant at the 0.001 level (2-tailed) and the diagonal represents the square root of AVE.

Note: 1 = Perceived significance of experience. 2 = Tourist learning. 3 = Tour guide role.

4 = Cognitive destination image. 5 = Affective destination image. 6 = Tourist satisfaction.

7 = Tourist intention to revisit using the tour agent. 8 = Museum service quality. 9 = Museum visitor satisfaction. 10 = Museum dynamicity. 11 = Overall temple visit experience quality.

Note: Tour Guide Roles: TG1 = Social role. TG2 = Interactional role. TG3 = Communicative role. TG4 = Instrumental role. TG5 = Care role. TG6 = Management by exception role.

The discriminant validity is evidenced by the fact that the square-root of average extracted variances (AVEs), displayed on the diagonal of the matrix in far-right portion of Table 1, are larger than the correlations coefficients of the variables (Fornell and Larckers, 1981). Besides, with reliability coefficient more than 0.80 and AVE more than 0.50 (Fornell and Larckers, 1981), convergent validity is established. Figure 2 is the outcome of the SEM analysis, which supports the five hypotheses raised in the conceptual framework section: H_1 supports the roles of cognitive destination image and overall temple visit experience quality in explaining 63% of the variance of tourist organism represented by perceived significance of experience. H_2 is supported which manifests stimuli enabled by tour guide role, museum service quality and dynamicity and organism of perceived significance of experience in explaining tourists engaging in learning, at 68% of variance. H_3 is specifically museum oriented which explains the significant roles of the two predictors in influencing museum visitor satisfaction, at 67% of variance, namely museum service quality and museum dynamicity. H_4 describes the phenomenon of key organism represented by tourist satisfaction, which is predicted by affective destination image, tour guide role, museum service quality and museum visitor satisfaction. Thus, different hierarchies of stimulus and organisms do play significant roles in influencing the overall state of tourist satisfaction. H_5 describes the ultimate response of tourists indicating the extent the tourists show intention to revisit based upon the similar tour agent performances, which shows significant predictor roles from tourist learning, tourist satisfaction and museum visitor satisfaction.

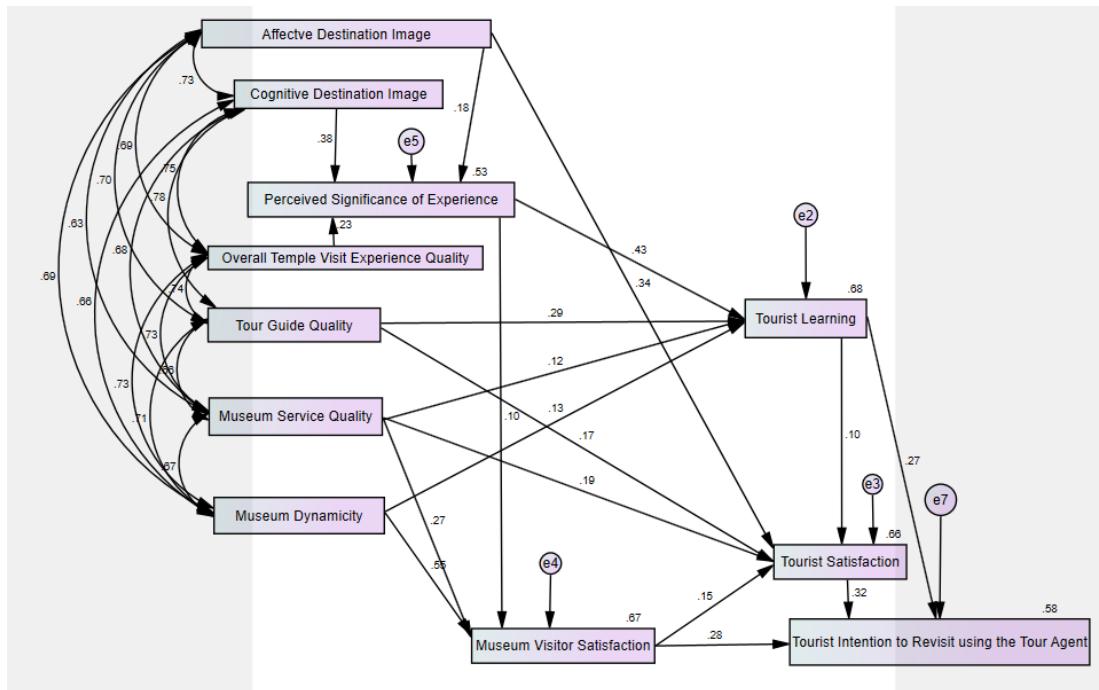


Figure 2: The Tourist Behavioral Model of the Fieldtrip Experiences (SEM Outcome)

Overall, the five hypotheses are integrated to explain the student tourist behaviors towards the fieldtrip experiences. There are two important stimulus domains, namely the general and religious destinations (temples) on the one hand and museum on the other. While the former re-confirms the roles of cognitive and affective aspects of destination image on the perceived significance of experiences of the tourists (Tan, 2017b), the latter reinforces the three roles of museum service quality, museum absorption and museum learning, in influencing museum visitor satisfaction. The absorption is partly shaped by the dynamic contexts which play the stimulus to tourist responding with positive satisfaction and intention to revisit. Numerous dynamic stimulus characteristics are studied by Lepoutre and Tan (2014), which include contexts for experiences (i.e. easiness and fun, cultural entertainment, personal identification, historical reminiscence, and escapism), entertainment, education, environment (i.e. exhibits, architecture, atmosphere), enrichment, and emotions, and service quality (i.e. responsiveness, tangibles, communication, consumables, empathy). The stimulus-driven experiences would lead the student tourists to learn, and thus form satisfaction and intention to revisit using the tour agent that can perform at the similar levels of quality. The tour guide role is important, which is also evidenced by the significant prediction ability of tour guide quality in facilitating tourist learning and in influencing tourist satisfaction, as shown in Figure 2.

The excellent model fit statistics are given Table 2, with p not significant, at 0.175, and CMIN/DF below the upper threshold of 5 (at 1.274). The absolute fit is evidenced in the root mean square error of approximation (RMSEA) at 0.040, and the standardized root mean residual (SRMR) at 0.0246. The incremental fit indices, which assess how well the model fits relative to some alternative baseline model, have the NFI (Normed Fit Index) at 0.983, Comparative Fit Index (CFI) at 0.996 and Tucker Lewis Index (TLI) at 0.991, confirming the good-fit requirement (Hair et al. 2006). In view of the empirical evidences, the five stated hypotheses are supported, significant to $p = 0.001$ level.

Table 2: The Model Fit

Model	NPAR	CMIN	DF	P	CMIN/DF	NFI	IFI	TLI	CFI	RMSEA	PCLOSE
Default Model	55	28.03	22	.175	1.274	.983	.996	.991	.996	.040	.611
Saturated model	77	.000	0			1.00	1.00		1.00		
Independence model	22	1666.8	55	.000	33.306	.000	.000	.000	.000	.416	.000

Conclusion

This study accomplishes the research objective by demonstrating the advantage of using tourism study field trip as theory testing ground in facilitating the design of a hierarchical structure of stimulus-organism-response (S-O-R) model for studying tourist behaviors in actual tourism field.

Based on the valid one-hundred-and-seventy questionnaires set, the objective is met indicating validity of the S-O-R concept serving to explain tourist behaviors at three hierarchical layers. First, the S-O-R theory explains the important role of destination stimuli (both cognitive and affective destination image, and overall temple visit experience quality) in explaining the perceived significance of experience, at 53% of variance. At another layer, museum service quality and dynamicity both influence satisfaction and also induce tourist learning, at variances at 67% and 68%, respectively. Museums are separated as distinctive layer from other destination experiences due to their significant differences such as historical and cultural exhibitions when compared to nature, shopping and other tourism destination attributes. Tour guide roles are another interaction-oriented stimulus (Tan, 2017a) which has shown to play

significant weight influencing tourist learning, at 68% of variance, via standardized coefficient weight (Beta) of 0.29, when compared to perceived significance of experience at Beta of 0.43, and museum characteristics at 0.12 and 0.13 of quality and dynamicity. The third layer justifies the theoretical theme of stimuli causing satisfactory perceptions and positive tourist response through intention to revisit using the similar tour agent, at 66% and 58% of variances, respectively. In the socio-cognitive theoretical domain (referred to Bandura, 1986), the stimuli are acknowledged by the destination or environmental attributes and qualities, which are shown in the structural equation modeling to imply some levels of cognitive and constructivist learning taking place, in the formation of organism and attitudinal response. Attitudinal response is another evidential manifestation that learning has been effective.

Discussion

This research demonstrates the advantage of tourism study fieldtrip as theory testing ground. Specifically, socio-cognitive theory forms the base to facilitate the design of a hierarchical structure of stimulus-organism-response (S-O-R) model for studying tourist behaviors involved in the fieldtrip tourism environment. As tourist learning is a significant key response variable, which is a relatively unaddressed phenomenon, socio-cognitive theory which delineates how learning can arise from the dynamic interactions with the environment and tourist's cognitive and affective internal psychological states, including the perceived significance of experience, is emphasized. Socio-cognitive theory is adapted for its social foundations of thought and action of the students in the fieldtrip experiences (cf. Bandura, 1986), and provides the structural configurations and explanation through stimulus-organism-response (S-O-R) framework manifested through hierarchical relationships.

Few important phenomena are concluded from the validated hypotheses in the research results section in view of socio-cognitive theory in the facilitation of S-O-R model design and empirical validation. First, the S-O hypotheses clearly reinforce the role of socio-psychological linkages and dynamics as important relationship element in the tourist behavioral study. Second, the environmental stimulus can manifest the cognitive and affective components, which involves both cognitive and affective images, and the dynamicity (mutual interaction between the tourists and the environment) characteristics of the stimulation. Third, the hierarchical structure of S-O-R illuminates not necessarily a sequential relationship structure, but there exists possibility for their interrelationships arranged in hierarchical manner.

Recommendation/ Implication

Recommendation/ Implication of your study or research

This research contributes on both theoretical and practical fronts. On the theoretical front, based on tourism as a stimulus, the S-O-R framework, underpinned on socio-cognitive and experiential learning theories, can be used to help the students learn about the nature of tourist behaviors and the significant role of tour guides. On the practical front, the S-O-R is a useful reflective-and-active experimentation platform serving to maximize the advantages of fieldtrips in tourism studies.

Recommendation/ Implication to further your study or research

A careful examination of the empirically validated S-O-R model highlights an important finding to contribute to experiential learning theory. The S-O-R is a useful pedagogical platform bridging the abstract conceptualization and concrete experience stage of student learning in the experiential learning theory of Kolb (1984). The further research could systematically explore how the S-O-R be used to serve as an active fieldtrip experimentation and reflective observation platform for the fieldtrip curriculum. This should lead to a more holistic fieldtrip learning approach to bring about systematic advantages for tourism studies.

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