

Managing Domestic Educational Tour (BS Tourism Management Students Putting Theories into Practice)

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ABSTRACT

Planning and implementing tour packages is one of the course requirements for every tourism student. The activity bridges the gap between learning inside the classroom and the realities of the actual world. The study aimed to describe the tourism students' learning perspectives in managing a domestic educational tour. Qualitative research design and the narrative inquiry were used. The sources of information were from the four Bachelor of Science in Tourism Management Students who were the tour managers and were requested to write a narrative on their learning. The trustworthiness/rigor of the findings was established using thick description for credibility; purposive sampling for transferability, stepwise replication and code-recode for dependability, and audit trail for confirmability. Recurring statements in the findings revealed seven themes, namely: attributes and characteristics of tour manager; stages of developing and planning a tour package; tourism stakeholders and components; tour operator's roles and responsibilities; tour activities and experiences; varied emotional responses; and learning domains. These themes were distinguished through the experiences shared by the tour managers during the actual implementation of their planned

tour bound for Cebu – Bohol – Negros Oriental. Results of this study are useful in developing curriculum and for creating future tour packages.

Keywords: *domestic educational tour, tour managers/leaders, qualitative – narrative inquiry research, Philippines.*

INTRODUCTION

In the latest trends and updates of “do-it-yourself” travel arrangements, the opportunities in the tour-operating firms seem to lie in the concentration on specific markets and on tailor-made services instead of depending on scale economies. Besides bundling and merchandising package tourism products, tour operators have specific duties, which are determined in the Package Travel Act (1079/1994). Moreover, the Package Travel Act (1079/1994) addresses the faults in the performance of the organizer by stating that there is an error in the fulfillment of the organizer (The Package Travel Act 1079/1994).

A package tour is composed of a bulk of various services. Bowie and Chang (2005) explained the package tour as a labor-intensive and synthetic multitude of components that includes both the “soft” characteristics of services (seasonality, perishability, inseparability, intangibility, and simultaneous production and consumption) same as tangible “hard” elements such as hotel rooms and airplane fares. Package tourism has become extremely usual also in Asia where the increasing tourism demand has accelerated the rapid growth and development of the mass tourism market (Chen & Hsu 2012; Wong & Lee 2012).

However, there is a slight comparison between Asian and Western package tourism. In the Asian setting, the term “group package tour” (Wang, Hsieh, & Huan, 2000; Wang, Hsieh, Chou, & Lin, 2007) is widely utilized to highlight an intense interaction among a group of tourists and their tour leaders (Lee, Wilkins, & Lee, 2011). Wang et al. (2000) said that a group package tour consists of the components or sectors such as the pre-tour briefing, airport/plane, accommodation, food service, inland transportation, scenic spots, shopping opportunities, optional tours, and other services. Subsequently, Bowie and Chang (2005) included into guided package tours the services of the tour leader, hotels, restaurants, coach, shopping opportunities, optional tours, attractions, and other services.

Furthermore, tour leaders are the public faces of the tour operators, and they are essential as their task is to guarantee that the vacations of their customers run smoothly and to sort out any problems and difficulties that might arise (Yale, 1995). According to Mossberg (1995), the role of tour leaders is important as their performances and duties affect tourists’ perceptions of the whole trip. The work

of tour leaders includes several tasks. They also make a file of local information, sell excursions, and are on call 24 hours a day in case of an emergency. At the end of the vacation, the tour leaders bring tourists to the airport and ensure that the check in is done in the absence of the problems. (Yale, 1995). In general, tour leaders are distinguished from tour guides who conduct the actual excursions (Räikkönen & Cortez Monto, 2010).

Also, the tour leaders can be recognized as a critical competitive advantage. It is relatively challenging to contrast the standardized package tourism offerings, as it is usual that the customers of various tour operators end up traveling on the similar flight and staying at the same hotels and accommodations. However, the performance of the tour leader can differentiate the package tour from the competitors' products affect, such as the business image (Mossberg, 1995). A tour operator that provides excellent service through caring employees, who in turn, make the tourists feel safe and sound, is much more likely to have loyal customers (Hanefors, & Mossberg, 1999).

Tour leaders are notably crucial when things go wrong, for example, when a tourist loses his/her passport or is robbed. In handling service failures, the tour leaders necessarily face the tension resulting from the different demands from the tourists and the tour operator. They shall provide emotional support to the tourists in difficult circumstances while simultaneously trying to influence the tourists' perceptions of the tour operator to guard the business (Adib, & Guerrier, 2001).

Based on this background, it is apparent that tour leaders have an important role in mediating tourism experiences and can, therefore, be recognized as managers. (Cohen, 1985). Moreover, field-based learning is used to generate student interest, supplement student learning, and help them acquire hands-on experience and can be useful in undergraduate and graduate education where students connect textbook and classroom learning with the real world. Each field trip provides a unique learning opportunity and when used systematically, provides a solid co-curricular support for teachers (Wu, 2009). Being part of the academe and in the field of the tourism industry, the researcher opted to conduct the study to get more insights on how the tourism students manage domestic educational tours.

FRAMEWORK OF THE STUDY

The study was anchored to the concept of Räikkönen (2014). In this study, the two interesting themes emerge. The first focuses on how various experience factors contribute to the provision of successful tourism experiences and the

second theme describes the role of tour operators in the creation of package tourism experiences.

The first theme is related to the role of different experience factors in the creation of successful tourism experiences. According to Walls, Okumus, Wang, and Kwun (2011), there are various classifications, and models aim to uncover the elements and causes of experiences. Knutson and Beck (2004) suggests that there is a need for a further study as to how various factors influence tourism experiences. The extent of influence of these factors may also be investigated.

Also, Quan and Wang (2004) stated that it is may not be definite as to the components that constitute the tourism experience and how the significance of experiences such as eating, sleeping, and transportation should be determined. Knutson and Beck (2004) accentuate the importance of empirical research to validate, refute, or modify the dimensions of an experience construct. Later, a similar study was conducted by Tung and Ritchie (2011) where they opined that more studies might be conducted to uncover the specific elements that make certain experiences unique, astounding, and memorable.

The second theme is related to the role of tour organizers in the planning and organizing of package tourism experiences. Previous research demonstrates that satisfaction and dissatisfaction are the most common constructs used in the evaluation of package tourism experiences. For example, Huang, Hsu, and Chan (2010) suggested that “as package tourists experience the activities created by tour operators, their satisfaction with the tour experience depends mostly on tour guiding and tour operator services.” Tourists do not, however, travel to be satisfied with the tour operator but to enjoy experiences (Cutler & Carmichael, 2010) – including both unique experiences and confirming consumer experiences – the entirety of which depends on the tourists’ motivation, expectations, and adaptability (Quan & Wang, 2004).

Furthermore, Walls et al. (2011) stated that more research is needed to validate the presupposition that various factors influence contributing to experience have equal weight in experience formation, and to determine whether a weighting system could be used to measure the significance of the various factors involved in experience creation.

The tourism students’ learning perspectives in managing domestic educational tour came up with seven (7) themes with the use of guide questions during the written essay. The themes highlighted in the experiences shared by the tour managers/operators include the attributes and characteristics of tour manager; stages of developing and planning tour packages; tourism stakeholders and components; tour manager roles and responsibilities; tour activities and experiences; (6) varied emotional responses; and learning domains.

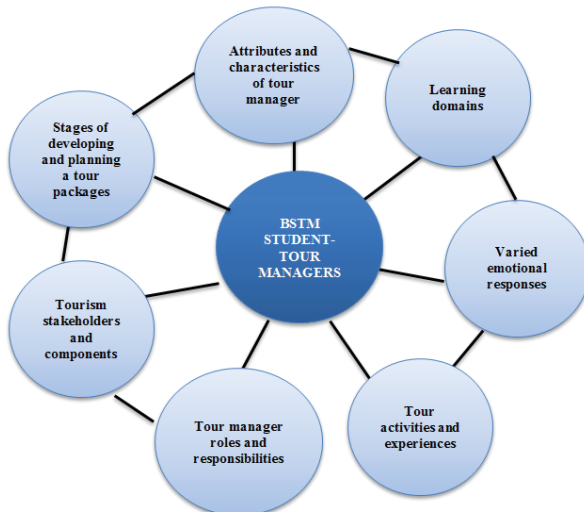


Figure 1. Schematic Diagram

OBJECTIVE OF THE STUDY

The study aimed to describe the tourism students' learning perspectives in managing a domestic educational tour.

METHODOLOGY

Research Design

The study focused on the learning perspectives of the student tour managers in their domestic educational tour. The qualitative research design was used. According to Aarikka-Stenroos (2010) narrative form is a natural form of data and provides "narrative cognition" (Bruner, 1986). Bruner distinguishes paradigmatic cognition that is based on the logic proposition and defined classifications, and the narrative perception that is based on thematically and naturally progressing narration.

Both the paradigmatic cognition and narrative cognition can generate qualified data. However, in research, the narrative knowing has been overshadowed by the paradigmatic cognition in research (Bruner, 1986). According to Bruner (1986), these two types of knowledge aims to affirm the listener or the reader differently: paradigmatic cognition seeks to assert about the conceptual truth, and narrative cognition seeks to affirm the reader with a

more holistic way because effective elements and empathizing elements are also involved. Thus the reader can reach experiences better through narrative simulation because, besides the actual cognitive information, there are also contextual understanding and affective elements (Heikkinen 2000).

A broad range of authors from various disciplines stress the effectiveness of the narratives and narrative form: narratives are comprehensive, memorable, emotionally evolving, persuasive and therefore effective (Pace, 2008).

Key Informants and Inclusion Criteria

The key informants of this study were four (4) Tourism Management Students who served as domestic educational tour managers who met the inclusion criteria. The key informants must be enrolled in Tour Packaging Course; Female; Ages between 18-25 years old and Tour Leaders/Managers. They are the student-organizers of the domestic educational tour with hands on experiences in planning, organizing, staffing, implementing and evaluation.

The gatekeeper of the key informants was the Dean of the School of Hospitality and Tourism Management because she knew the key informant and persons involved in the process of the study. Saunders (2016) wrote: Gatekeeper is the person who controls research access or the person within the community who makes the final decision whether to allow the researcher access to undertake the research. Gatekeepers are in control of access to research sites and the potential participants (Cree, Clapton & Smith, 2013).

Research Instrument

A data gathering instrument refers to the device used to collect data, such as a paper questionnaire or computer assisted interviewing system (Weisberg et al. 2012). This study used computer assisted essay writing.

Data Gathering Procedure

The participants wrote about their experiences as tour managers during the educational field trip. Detailed instructions were given during the orientation before the key informants were made to write. Writing time was three hours.

Trustworthiness (Ensuring the Quality of the Findings)

Credibility. It is defined as the confidence that can be placed in the truth of the research findings (Macnee & McCabe, 2008). Credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Graneheim & Lundman, 2004). For this study, a thick description was used to establish credibility. Providing thick description according to

Li (2004) "enables judgments about how well the research context fits other contexts. Thick descriptive data, i.e., a rich and extensive set of details concerning methodology and context, should be included in the research report". Thick description includes the researcher elucidating all the research processes, from data collection, the context of the study in the production of the final report. Thick description helps others researchers to replicate the study with similar conditions in other settings.

Transferability. It refers to the degree on which the results of qualitative research can be transferred to other contexts or settings with other respondents – it is the interpretive equivalent of generalizability (Bitsch, 2005). In this study, the researchers used the purposive sampling. Purposive sampling is the technique mainly used in naturalistic inquiry studies and is defined "as selecting units (e.g., individuals, groups of individuals, or institutions) based on specific purposes associated with answering a research study's questions" (Teddle & Yu, 2007). It helps the researcher focus on key informants, who are particularly knowledgeable of the issues under investigation (Schutt, 2006) because purposive sampling allows decisions to be made about the selection of participants (Ary, Jacobs, Razavieh, & Sorensen, 2010). The researchers' sources of information were the four (4) key informants/tour managers since they are the right persons who are knowledgeable in the planning and organizing a domestic educational tour. They are the right person who can give depth information about the study.

Dependability. According to Bitsch (2005), dependability refers to "the stability of findings over time." Dependability involves participants' evaluation of the findings, interpretation, and recommendations of the study such that all are supported by the data as received from informants of the study (Cohen, Manion, & Morrison, 2011; Tobin & Begley, 2004). Dependability was established using stepwise replication (Ary et al., 2010; Chilisa & Preece, 2005; Krefting, 1991; Schwandt, Lincoln, Y. S., & Guba 2007). Stepwise replication strategy is qualitative research data evaluation procedure where two or multiple researchers analyze the same data separately and compare the results (Chilisa & Preece, 2005). The inconsistencies that arise, if any, from the analysis by multiple analysis the researchers were required to address them to improve the dependability of the inquiry. Two of the authors analyzed the same raw data separately, giving the units of meaning, coding, clustering of meanings and until themes were formulated. Then, the two (2) authors compared the results and came up with the final themes. In the code-recode strategy, the researchers coded the same data twice, giving one week development period between coding and compared the result if it is similar or not.

Confirmability. The confirmability of qualitative data refers to the degree to which the results of inquiry could be confirmed or corroborated by other researchers (Baxter & Eyles, 1997). The researchers used the audit trail strategy. An audit trail strategy involves an examination of the inquiry process and product to validate the data where a researcher accounts for all research decisions and activities to show how data were collected, recorded and analyzed (Bowen, 2009). For an auditor to conduct a thorough audit trial the following documents should be kept for cross-checking the inquiry process: raw data, interview and observational notes, documents and records collected from the field, test scores and others (Guba & Lincoln, 1982). The researchers conducted data audit to examine if the data gathered and the analysis procedures are not bias or distorted. The researchers thoroughly reviewed by cross checking the raw data and coded meanings, clusters of meanings and themes until the data were confirmed.

Procedure for Data Analysis

The researchers used Braun and Clarke's (2006) guide to conducting the thematic analysis which is divided into six phases:

1. Familiarization of the data. The researchers did the reading and re-reading of the data until they fully understood the statements of the key informants, reading the data actively - searching for meanings and patterns.
2. Generating initial codes. The researchers came up with a partial list of ideas about what is in the data and what is interesting about it. The process of coding is part of the analysis (Miles & Huberman, 1994), as data are arranged into meaningful groups (Tuckett, 2005).
3. Searching for themes. The researchers began with this when all the data have been initially coded and collated. The researchers have a long list of the different codes. This phase had re-focused the analysis at a broader level of themes, rather than codes, involved sorting the different codes into potential themes, and collating all the relevant coded data extracts within the identified themes. It is here where the researchers started to analyze the codes and considered how different codes might combine to form an overarching theme. For easier and faster way, the researchers used Microsoft excels and tables.
4. Reviewing themes. In this phase, the researchers devised a set of candidate themes, and the process involved the refinement of these themes. During this phase, it became evident that some candidate themes are not themes, while others might be combined. Other themes need to be broken down into separate themes. Patton's

(1990) dual criteria for judging categories - internal homogeneity and external heterogeneity was the basis of the researchers for this process. Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes.

5. Defining and naming themes. At this point, the researchers defined and further refined the themes that were presented for analysis. By "define and refine" the researchers identified the "essence" of what each theme is about (as well as the themes overall) and identified what aspect of the data each theme captured.
6. Producing the report. After determining the themes which emerged from the recurring statements, these were described in detail by the statements of the key informants, and the research report was prepared.

RESULTS AND DISCUSSION

The researchers synthesized responses from the four (4) key informants as well as provided supporting quotes from transcribed data. After the thorough discussions and data analysis, there were seven (7) themes that emerged. The themes are attributes and characteristics of tour manager/operators; stages of developing and planning a tour package; tourism stakeholders and components; tour operators roles and responsibilities; tour activities and experience; varied emotional responses; and learning domains. These themes are distinguished through the experiences shared by the tour managers/operators.

Tourism is among the world's largest industries. More and more, countries are looking at the value of tourism as an economic driver. As such, development of tourism products and service are also on the rise. The developments of countries as tourist destinations are now carefully planned. With tourism development comes the questions- why do people travel? What products and services do they consume? As discussed, a tourist consumes an experience. He does not just consume food, ride airplanes, buy souvenir products, stay in the hotel, or go sightseeing. The tourist consumes a holistic experience.

The tourism marketer does not just sell hotel rooms, food choices in a menu, or seats in a bus. The tourism marketer sells an entire package. He sells a whole experience. When the tourist goes back home, he brings with him memories of his experience made up of the food he ate, the transportation he used, the hotels he slept in, the site that he saw and the souvenirs that he bought. He cannot separate one aspect of his trip from the other; hence the tourist brings home his travel experience (Gatchalian-Badilla & Orbeta, 2017).

Attributes of Tour Manager/Leader

A tour operator that provides good service through caring personnel, who, in turn, make the tourists feel safe, is much more likely to have loyal customers (Hanefors & Mossberg 1999). Tour leaders are especially crucial when things go wrong, for example, when a tourist loses his/her passport or is robbed.

Also, they sort out the problems arising from service failures made by the company itself but also by the airlines, the ground handling agents, and the hoteliers. The tour leaders are often the first to receive the most customer complaints, particularly those that are likely to lead to continued dispute. Ideally, the tour manager will sort out the problem on the spot, or at least prevent it from getting worse, so that if compensation does have to be paid, it can be pegged to a minimum and the company will attract as little bad publicity as possible. (Yale 1995.) In managing service failures, the tour leaders inevitably face the tension resulting from the different demands from the tourists and the tour operator – they must provide emotional support to the tourists in difficult circumstances while simultaneously trying to influence the tourists' perceptions of the tour operator to protect the company (Adib & Guerrier, 2001).

Also, in the growing travel and tourism industry, a combination of high-touch and high-tech skills is necessary. The list of desirable characteristics is perhaps longer than the list of business and commercial skills needed by the agency itself. Indeed, it is the professional skills of the employee that make a company. Before listing such characteristics, attributes and skills, it is important to see what kind of services the employee is expected to provide. Customers come to travel consultant to get advice on where to go and what to do. They want their travel plans booked and confirmed. Usually, they want the best price. Often, they will modify their itineraries to obtain this price. They want all this done professionally, thoroughly and politely (Lim, 2011).

Attribute 1. Leadership. Leadership is an essential skill to a tour manager. A tour manager who knows how to lead inspires and delegates the task to the group.

"But just possibly, behind those traits, they saw something in me that I have the capabilities to be a leader."

"I have to motivate them as a leader of the group. That they're only Section-C, they are more than that and may use this tour to prove that they can do better. I told them to do their best."

"Sang gab.i nag patawag ko meeting gin tipon ko members ko kay next day mapa Dumaguete na kami dayon and wala na kami time para mag

orient pa sa mga upod ko. (I called for a meeting; I gathered all my team members to give orientation since I didn't have time because the next day we are going to Dumaguete City)."

Attribute 2. Capacity to Motivate. A tour manager has the ability motivate and can tell team members exactly what he/she wants them to do.

"I have to motivate them as a leader of the group I told them to do their best. We have to cooperate so this tour will be successful."

"I have to motivate them as a leader of the group. That they're only section-C, they are more than that and may use this tour to prove that they can do better. I told them to do their best."

"We didn't promise them a perfect tour, but if we work for hand and hand this tour can be successful."

Attribute 3. Hardworking. A tour manager who tends to work diligently with energy and commitment towards the task.

"I believe without hard works and sacrifices I will not attain and achieve my goals."

"For me, I don't want to have a failed tour package since we worked so hard for it and exerted effort just to finish it." (For me, I don't want to have a failed tour package since we worked so hard for it and exerted effort just to finish it.)

"Being a part of a successful educational tour, I can handle big responsibilities if I work hard and don't give up."

Attribute 4. Capabilities to Work with Pressure. A tour manager who enjoys working even under-pressure to meet deadlines or expectations.

"I was stressed out and almost broke down I was at the stage of my life where I can show a good leadership through the tour by making my class to be motivated."

"So with much work to be done, we still maintained positivity within us to accomplish this."

"Overall, the stress, working under pressure, the struggle and the expectation, for me, there are the best challenges that I have encountered."

Attribute 5. Responsible. The ability of a tour manager to work with care and liability for the task assigned.

"For the success of our tour, we asked everyone to exert more effort and be responsible, so that the flow of the plan will go smoothly."

"We didn't promise them a perfect tour but if we work for hand and hand this tour will be successful."

Attribute 6. Good in Planning and Organization. A tour manager should know how to plan and organize work to ensure the tour run smoothly and to give a better service to the tour participants.

"Sang gab.i nag patawag ko meeting. Gin tipon ko members ko kay next day mapa Dumaguete na kami dayon and wala na kami time para mag orient pa sa mga upod ko." (I called for a meeting; I gathered all my team members to give orientation since I don't have time because the next day we are going to Dumaguete City.)

"I offered them something to make their work easier. We might fail or misunderstand each other, but I know we will unite as one just to finish the tour package on time."

"For the success of our tour, we asked everyone to exert more effort and be responsible, so that the flow of the plan will go smoothly."

Attribute 7. Ability to Make a Decision. A tour manager should have the ability to make a decision. This quality is essential to a leader or manager.

"What happened at the Water Paradise was the highlight of a total disaster in my itinerary."

"But at the end of the day, there is no problem that can't be solved with good communication."

"I tried to take over the whole Bohol tour as long as I can with my fellow Bohol organizers. But there are circumstances that are really beyond one's control."

Attribute 8. Optimistic. A tour manager or leader should have a positive disposition in life. He/she should always be hopeful and confident in the future.

"For me, I don't want to have a failed tour package since we worked so hard for it and exerted effort just to finish it."

"I offered them something to make their work easier. We might fail or misunderstand each other but I know we will unite as one just to finish the tour package on time."

"Regardless, God is with me to guide me and to give me strength and courage."

"I just prayed to God to give me a long lasting, a never ending patience to deal with these people."

"This whole experience strengthened my relationship with God who pushed me to do all the tasks this tour required me. I put a lot of faith on this, to my class, my adviser, to my tour participants, to all the suppliers and myself. And I believed that God walked through w/ me the entire tour."

The statements mentioned above by the key informants are certain attributes of being tour manager/leaders. These qualities are leadership, capacity to motivate, hardworking, capacity to work under pressure, responsible, good in planning and organization, ability to make a decision and optimistic. These are few attributes revealed and identified.

Furthermore, in the context of package travels, two primary causes of dissatisfaction and complaints appear to be the tour operator's arrangements and the tour leader's capability (Bowie, & Chang 2005). Rääkkönen and Cortez Monto (2010) presents that lodging was the main source of nearly (64%) package tourism complaints and, the tour leader services were the primary source of only 3% of complaints – nevertheless – almost 20% of the respondents reported their tour leaders as a reason for incompetent service.

Stages of Developing and Planning Tour Packages

Several tour operators feel that they cannot organize tours due to lack of adequate knowledge, skills, and expertise to carry out market requirements. Nonetheless, if they approach it in a systematic, scientific and business-like manner, they can plan, design and operate tours both international and domestic. Planning and organizing tours, working with various suppliers and service providers are the activities that are not easy to be handled. Thus, the

process of planning and organizing a tour package and eventually satisfying the tourists involves a series of stages beginning with market research and culminating with the actual operation of a tour (Verma, Deepti, 2016).

Stage 1. Research and Negotiation with Tour Suppliers

Once the tour organizers have already finalized their destination or place to visit, they can start searching and negotiating with the different suppliers depending on the nature and purpose of travel. The primary considerations are the transportation, accommodation, food, tourist sites, etc.

"We planned to make this tour that could be benefited by everyone who will be joining. When we researched about these two resorts, we were glad that they offer good customer service, amenities, and facilities at an affordable price."

"Then there was the planning of where we could eat our three meals of the day, especially our lunch because we go out to travel and explore the city. We would like a destination like-no-other that would satisfy our tourists for them to feel that their money is worth it."

"As I said, the tour package consists of 5 days four nights, and this will be an all-in itinerary. We should include accommodations, foods, destinations, transportation, and much more and good for 200 students and faculty."

"Just think about it, how we could prepare this kind of tour package and remember, we are just students but we have no choice, we should make it."

Stage 2. Development of Tour Itinerary

In developing an itinerary, there are a lot of things to consider like the distance or location of your accommodation, the restaurant you are going to dine, the tourism site you are going to visit, the transportation, fees, activities and the timing for the travel. This itinerary serves as your program or road-map for your tour.

"We started planning two months before the said tour."

"As the class tour manager, when our adviser asked us to pick what destination we are going to plan for, together with other tour managers

from the other Tour 8 classes, I picked out the paper which said "Dumaguete."

"And the most exciting part is the choosing of destinations. In choosing the destination, we should include at least one ecotourism site, since that The Forest Camp Nature Resort is also an ecotourism site in Dumaguete we just leave it there."

"We didn't have so much big problem in choosing the destination since we decided to have a city tour."

Stage 3. Costing of Tour Package

Costing will take place after negotiating with the suppliers and finalization of your itinerary. In this phase, you will know what the possible expenses are, and you will identify how much the tour would cost.

"During the planning of the tour package, we couldn't avoid misunderstandings and failure, especially in the last week which we were too pressured to finish from inclusions to costing."

"For me, the worst part of this tour package planning was the costing and the inquiries to each establishment. In cost, we had a hard time to fix the expenses in our limited budget which was only ten thousand pesos."

"As we finish this part of our tour package we go on to the costing and this part is the most difficult to adjust, because we already proposed the tentative more or less 10,000 pesos cost of tour package per student."

Stage 4. Implementation and execution

The success of the tour manager or leader depends on how they effectively implement the tour. This phase is very critical to the part of a tour manager. Extra care should take place so that you can deliver all the promises into a reality and to meet the expectations of the tourist.

"I really had a hard time in dealing with the students' tour participants, most especially in gathering the permit slips that should be submitted by the given deadline. So far, dealing with the students challenged me. Because all the complaints are from them and we must meet their expectations."

"Nag distribute kami nga mga organizers sang itinerary and brochures. Alas 12 sang gab-I nag halin na kami sa SHTM Center, and ang bus number ko is 1. We don't need to pay for the terminal fees since dala nana siya sa gin bayran namon nga mga plete sa RoRo. Ang then nag proceed kami sa city tour namon nagkadto kami sa Silliman University main campus and sa ila nga marine laboratory nag lagaw kag nag talk ang ila mga students."

(We organizers distributed itinerary and brochures. We departed from SHTM Center at 12:00 midnight and I was assigned in bus no. 1. We don't need to pay for the terminal fees because it is already inclusive in our fare in RoRo. Then we proceeded to our city tour; we went to Siliman University main campus. Their students brought us to their marine laboratory).

Stage 5. Post Tour Evaluation

This stage plays a vital role in developing and planning tour packages. You will identify if you had a successful tour or not and if your tour participants were satisfied in the services you rendered through evaluation and reports.

"At least, despite all the complaints, I am still very thankful for the experience and for the participants who are very cooperative and understanding towards the end of the tour."

"Nevertheless, this tour was being provided for our benefit, also to apply the knowledge and the learning's that are being taught to us."

"Regardless, of their never ending complaints, but still I am thankful for the learning's that I have gained. They say we cannot please everybody. It is true; it is tested and proven during our tour. Criticism is part of organizing a tour, not only in organizing but also in our daily lives. Otherwise, we cannot learn, and we cannot motivate ourselves to do better."

Developing and planning a tour package contains different stages of tour planning, developing tour itinerary, and preparing tour requirements, negotiating with the different suppliers, actual implementation, and execution that may involve challenges, expectation, and satisfaction of your tour participants.

Claravall, (2012) defined tour operations as the cycle of preparing and implementing all the activities involved in a tour package as detailed in the itinerary, within a given time frame, with the estimated cost, generating the projected revenues to meet the expectations of the paying client and attain

set goals. Also, he defined a tour planning as the process of determining the objectives to be achieved, whether these involve customer satisfaction, destination and community endorsement, organizational promotion or financial gain.

Tourism Stakeholders and Components

The tour planner works with several vendors depending upon the usual and size of the tour. The major ones are airlines, lodging businesses, transport operators, car rentals, ground operators, sightseeing vendors and so forth. A tour planner may negotiate with air carrier directly or through a travel agency. If the tour company has a long history of operating a large number of inclusive air tours, the tour planner will usually be in a better place to arrange a better rate and better terms/conditions than the tour director/company could obtain through a travel agency.

Hotel negotiations are more informal than in the case of air carriers. Negotiations with lodging businesses should be initiated on an appointment basis, meeting with top executives in each property if at all possible. It is prescribed that the negotiated arrangements agreed upon during negotiations with property officials be detailed promptly after each meeting and the tour planner must strike a balance in achieving a quality accommodation with a price that is affordable and achievable for the target market being solicited for participation in the tour. It is often better if the executive with whom the negotiation is undertaken agrees to sign a binding contract agreement with a penalty clause involved in case the hotel fails to provide services above and facilities.

Moreover, a tour operator also consults with other vendors such as ground operators, food service establishments, transport operators, sightseeing vendors, insurance businesses, banking firms, cruise organizations and even others who are indirectly involved with tourist services, which are the part of a tour package. (Verma, Deepti, 2016)

1. Accommodation- It is an important component to consider in organizing a tour, wherein the tour participants temporarily stay and sleep in the duration of their tour.

"Baw pagsulod namon may complimentary drinks dayon kag cold towel lain man ang Triple A resort. They accompanied us well, gina assist kami nila sa mga bagahe namon. Pagsulod pa lng namon sa room ay bongga kay tatlo lng kmi daan. Tapos pag open namon sang comfort room, bongga may kay may bath tub. Complete gd ang ila amenities inside the

room.”(As we entered there are complementary drinks and cold towel. They assisted and accompanied us to our room. The room is very nice. There is a bathtub and complete in all room amenities. Triple A resort is different from their service.)

“Nag check-in na kami sa Front Office ang then tingala kami nga ang iban nga nauna nagabalik kag daw gakumod-kumod sila parte sa room nila. So kami na man sang mga upod ko ya nag lakat na kami para mabutang na ang mga gamit namon. Ang room namon ara gd sa pinakapunta te daw okay man lang samon pero pagsulod namon ang mga bedsheet daw wla gn pang islan may mga higko pa kag yabok tapos kagutokgutok pa bla haw kay 10 kami sa isa ka room.”

(We checked-in at the Front Office. We noticed that some students are coming back and complaining about their room. So as an organizer we decided to check also our room. The room is quite okay but the bed sheet is very dirty, and it seems that they did not clean the room because there is a lot of dust. The room is crowded for us because we're ten (10) assigned in this room.)

For the accommodation, we had a hard time since no resort can, accommodate 200 or more tour participants in Dumaguete City. So we decided to have two resorts The Tejero Highland Resort and the Forest Camp Nature Resort since they are just walking distance from each other.

2. **Food**– Nowadays, food is one motivating factor that inspires people to travel. In organizing a tour, this component is thoroughly planned and discussed as to where and what type of food establishment you are going to consider during the meal time of your tour participants.

“Nag lunch kami sa Loboc River Cruise it was amazing, namit nag pagkaon buffet pa tapos ang entertainer namon ka name kag kablo mn sya mag illongo.”(We ate buffet lunch in Loboc River Cruise. It was astonishing, the food was great, and the singer/entertainer was also, great because he knew how to speak our local dialect.)

“Nag patawag na dinner and all I can say it's very good namit gid ya kag nag night swimming pa kami to nag videoke with friends sa Blue waters.”

(Dinner was served, and all I can say was the food was great. We had our night swimming and videoke with friends in Blue Waters.)

"Gin tawag na kami pra manyapon assisted buffet na man liwat, indi ko kainchindi kung lain lng gid ang panabor ko or wla gid ya sabor ang pagkaon, hambal pa ka tupad ko daw tubig lng kuno nga ininit nga gin butangan magic sarap." (Dinner was served in one resort and it was assisted buffet. I cannot understand the taste. My seatmates were complaining that the soup is like hot water with seasoning.)

"Nag breakfast na kmi, wala man gyapon sabor ang pagkaon pero nag kaon gd ko ya pra may energy ko for the whole day, ginatulon ko lng eh indi na pagsaboron pa amo na gin himo ko." (Breakfast was served the following morning and still the taste was not good, but I ate the food in order to have energy for the whole day's work.)

3. **Souvenir Shops**—Where the tour participants buy their gifts and souvenir items as remembrance from the place they visited

"Dumaguete City was famously known for its Silvanas delicacy. We added to our itinerary the pasalubong shopping. Tapos nag hapit na kami sa isa ka pasalubong center and nag bakal k oto t-shirts." (We dropped by in one pasalubong center, and I bought t-shirt for souvenir.)

4. **Transportation**—This component plays significant role in the tourism industry. It brings people or tourist from one place to the other.

"For the transportation we had Vallacar Transit and vans, We first started to transact the transportation. We chose the Vallacar Transit since they gave us the best offer and they can accommodate us. The transaction at first was too tough for us. We asked for a discount since we are students organizing the educational tour. And good news, they gave us. As for transportation, there was no hassle."

5. **Tourism Sites**—An element of tourism that attract the tourist to visit a certain place, typically for its original or exhibited natural or cultural value, historical significance, natural or built beauty, offering leisure, adventure, and amusement.

"Nag pa chocolate hills man kami we reach the top and name gid ya indi na ko matingala ngaa one of the famous tourist destination ni sya." (We went to Chocolate Hills and we reached the top of the hill. Very beautiful! No wonder that it is one of the famous tourist destinations in Bohol.)

"After namon sa the Ranch, nagkadto naman kami sa Baluarte Heritage

Park sa Aloguinsan. Amo ni sya ang chosen ecotourism site sang Cebu group. The place was calming. Ang tipo nga pwede ka ka-picnic. Kung nasubuan ka kadto ka lang to kay i-comfort ka gid sang clean and green environment and comfortable ambiance.”(From the ranch we went to Baluarte Heritage Park in Aloguinsan. It is an ecotourism site. The place is peaceful; you can do picnic there if you’re sad or stress you will be relaxed in the place because of its clean, green and comfortable surroundings)

“Then, we found two resorts – the Forest Camp and the Tejero Highland Resort which were somehow far, but it was worth the travel. Luckily, the other resort was also an ecotourism site, so we decided that the required ecotourism site will just be this one. When we researched about these two resorts, we were glad that they offer good customer service, amenities, and facilities at an affordable price.”

6. Tour Participants/Tourist – The most important element in tourism industry. They travel from one place to another for pleasure, vacation, leisure and business purposes.

“However, there are some students that are cooperative and helpful to us organizers. So far, in dealing with the students, this one challenged me. Because all the complaints are from them and we must meet their expectations. Despite all the complaints, I am still very thankful for the experience, and I am thankful for the learning’s that I have gained.”

In Cebu, the most complaints are the shortage of time, the hot weather, the attitudes of some students that are unbearable; they do follow the rules that we gave to them, they wanted freedom But, how about their safety? We only wanted what best for them and to make our tour a success.

In planning the tour, a tour organizer should always put into consideration the different tourism stakeholders or components they are going to negotiate or work with. Tourism components such as accommodation, food, souvenir shops, transportation will be use to reach a certain tourist destination and site and particularly the requirements and needs of their tour participants. In-depth negotiations and discussion are important before selecting which suppliers of these tourism component tour organizers should choose from since they play a vital role in the success of the tour operation.”

Also, the travel services area is composed of a complicated web of relationships among a variety of suppliers, tourism products, destination marketing companies, tour operators, and travel agents, among many others. Under the North American Industry Classification System (NAICS), travel services comprise businesses and functions that assist with planning and reserve components of the visitor experience (Government of Canada, 2014).

Tour Managers Roles and Responsibilities

The achievement of a tour operator depends on how efficiently it operates a tour. This phase is very crucial and can transform promises into realities. Therefore, utmost care has to be taken to achieve whatever had been assured in the package tour to offer to tourists.

An experienced tour operator develops tour manual for tour manager, tour escort, tour guide, Destination Company and for other services to provide an understanding of how the tour company wants to operate and handle tour.

A tour manual provides procedures and policies to administer tours professionally, and the manner in which methods should be executed as the tour progresses from start to end.

It serves to establish a standard and reputation for the tour organization while providing guidelines to tour managers for responding questions on location/destination. It means that a problem can be resolved right away rather than waiting until direction can be received from headquarters. (Verma, Deepti, 2016).

Tour managers play important role in the success of the tour. He should see to it that the participants' expectations should be met, always secure their safety, and during the execution, the tour will run smoothly and so that the participants will enjoy the tour.

"On our part, we are just doing our job properly."

"We don't deserve to be treated like that because in the first place it is our responsibility to keep them safe."

"It also came to my mind how can we go through the tour safe and sound. Good thing that my adviser Miss Mendoza allowed the school nurse to come with us during tour. So I was relieved."

The tour operator's role is to administer the best possible prerequisites for the experience: an attractive concept and description of the product, a successful

service process, and a reliable, functioning service system (Komppula, 2006). The challenges of package tourism are that even though the tour operators bundle the experience products, the tourists still utilize the services extended by different individual service providers. However, if some portion of the package tour product does not provide the expected service to a satisfying degree, it may reduce the overall value of the experience and lead to dissatisfaction (Neal & Gursoy 2008). In ensuring pleasing, and value adding positive experiences, organizations should strive to control their service process in its totality, even if they do not have direct control over all parts of it (Edvardsson, 1997).

Tour Activities and Experience

Tung and Ritchie (2011, 1369) describe a tourism experience as “an individual’s subjective evaluation and undergoing of events associated with tourism activities before, during, and after the tour.” A tourism experience, such as a package tour, is essentially everything that a tourist goes through during the vacation (Oh, Fiore, & Jeoung 2007). Aside from being ordinary or extraordinary (Walls et al. 2011), tourism occurrences can also be perceptual or behavioral, emotional or cognitive, expressed or implied (Oh et al. 2007), bad or good, fleeting or lasting, and random phenomena or engineered perceptions (Carbone, & Haeckel 1994).

Furthermore, as Volo (2009) considered, the tourists are not fully aware of the way psychological processes give the lift to, condition, or reinterpret experience, yet they can still acknowledge such events when they occur, sort them into bad and good, and store them into their consciousness’s. Consequently, the task of the tourism industry is to harmonize the offerings that can make these memorable experiences to tourists. (Scott, Laws & Boksberger, 2009; Volo 2009.) Williams (2009) challenged the traditional sense of the tourism experience (e.g., MacCannell, 1973; Cohen, 1979) as a unique and bounded event that stands apart from the routines and the geographical spaces of each-day life. Thus, even though tourism experiences are observed as somewhat comparing to daily experiences, they cannot consist of emotional or otherwise remarkable events but are bound to include also more ordinary everyday happenings and routines which collectively form a complex entity (Quan & Wang, 2004).

I. Good Experiences

This experience is somewhat exhausting but the fact that this is an advantage that for the next time, I will be ready for more challenging tasks. This tour might not be perfect, but at least we did our part, we did our best, and that’s what’s important.

"Miski kakapoy nga adlaw, gin enjoy gyapon namon ang night by swimming. Miski lapyo, ginbugtawan namon aga pa para mag wake up call sa mga students for their breakfast."(Though tired, we still enjoyed the activities. We woke up early to do awake up call to all tour participants.)

"Being the tour manager of the Negros Oriental tour was an opportunity." "I am still very thankful for the experience and for the participants who are very cooperative and understanding towards the end of the tour. Regardless, of their never ending complaints, but still I am thankful for the learning's that I have gained."

II. Bad Experiences

They say we cannot please everybody. It is true; it is tested and proven during our tour. Criticism is part of organizing a tour, not only in organizing but also in our daily lives, otherwise we cannot learn and we cannot motivated ourselves to do better. Indeed, we cannot really please them despite of our hardworks. Complaints here and complaints there that they even crossed their lines.

"Especially when we arrived at the Fort San Pedro, when most of the participants don't want to go down and don't want to go inside the Fort San Pedro because it is hot. So it is really a great challenge to us to tell them to go down."

"Nag diritso na kami pa resort ang Water Paradise, nag expect gd kami sa resort nga name kay paradise gne ang ngalan.Nag check-in na kami sa front-office and then tingala kami nga iban nga nauna nagabalik kag daw gakumodkumod sila parte sa room nila." (We went straight to Water Paradise, one of our resort suppliers. We expected that the resort is very good because of its name. We let the student checked-in and we noticed, that some participants returned complaining about their room)

"The food was not that good. Ina bala nga medyo gin padalian lang luto. Daw ang resort indi ready to accommodate us and they only have limited staff to cater us." (The food that they served is not good in terms of taste. The resort seems not ready to accommodate us because they had a limited staff to cater to us.)

In planning and organizing a tour, there are always good or bad experiences. There is no perfect plan and event; the significance is that as tour organizers or managers in every experience that we encountered we learn and develop from it.

Tourist satisfaction is regarded one of the prime variables to provide competitive business in the tourism sector because it affects the choice of destination, consumption of products and services (Kozak & Rimmington, 2000). Tourist satisfaction has been one of the key areas of tourism study for more than four decades. Howard & Sheth (1969) said that "the buyers' cognitive state of being inadequately or adequately rewarded for the sacrifices he has experienced". Hunt (1977) "a stepping away from experience and evaluating it... The evaluation contributed that the experience was at least as good as it was deemed to be". Westbrook (1980) discussed that "this refers to the favorability of the individual's subjective evaluation of the different outcomes and experiences associated with using or consuming it."

Furthermore, dissatisfaction and stress experienced by the tourists in vacation experiences are caused by for instance congestion and environmental degradation (Alegre & Garau, 2010), unfamiliar customs and food and drinks, problems over money, personal safety and health, language difficulties, and relationships with fellow tourists (Bowie & Chang, 2005).

Varied Emotional Responses

In the experience creation manner, service providers should focus on the intangible elements, as their employees can develop not just functional but also emotional environments that trigger experiences. Even if driving tourists' physical bodies is easier than pushing their minds, we require further tourist experience products that focus on being and perceiving as opposed to creating, doing and learning.

Furthermore, the academics and managers need to examine the dominant function of customer satisfaction in measuring tourism experiences and, instead, create measures that better take into consideration the subjective and emotional factors of experiences. The acclaim of package tours is partly justified by the availability of assistance in case something went wrong. The tour leaders sort out different service failures, most of which are related to the accommodation or lodging services. However, the analysis of customer complaints indicates that the actions of the tour leaders are not observed to be sufficient. In some instances, the tour leader's inability to give the solution to the problem causes dissatisfaction than the initial service failure itself. (Räikkönen, 2014).

The following are the common emotional responses of the tour managers when they accepted the task and during the execution of the package tour.

1.) Nervousness; 2.) Fear and Afraid of risk; 3.) Doubts; 4.) Worried; 5.) Guilt; 6.) Challenging, and 7.) Excited.

On one part, I was excited to travel since I've been to Cebu and Dumaguete but it was going to be my first time to visit Bohol. On the other, there was nervousness.

These were the questions going in our mind during that time. What if our plan and preparations won't be agreeable to the students who will join the tour? What if our adviser won't like the tour package we are going to propose? What if we can't do it?

"We were afraid to take the risk even though we learned about tour packaging ahead of time. Probably it was just the doubt that we can't do it that hindered us from taking the responsibility."

"Nervousness and pessimism are the words we needed least. Kay after to sang reklamo sang mga students, Ginkulbaan ko what if may matabo ni nga situation sa Dumaguete? How could I handle this? Pero miski nakulbaan ko, wala ko lang ginpakita sa mga classmates ko kay kinahanglan nila leader nga strong. The first time I set foot in Dumaguete City, I could feel nga excited nako to start the tour. By that time I admit nakulbaan na 'ko." (After complaints of the students I was afraid, what if what happened here in Bohol will happened again in Dumaguete City. But even if I was afraid; I need to show to my members that I am a strong leader. The first time I set foot in Dumaguete City, I was excited to start the tour but I admit, I felt nervous.)

"As a neophytes tour organizers especially students who are still learning while doing, it is common responses or reactions when they are given task specifically to be assigned as a leader of the group. Many of the students at first are hesitant in accepting the job because they are afraid of the risk and responsibilities."

Even though tour operators allow package tourism experiences by planning, bundling, and selling experience products (Bowie & Chang, 2005; Budeanu, 2005), they cannot assure that their package tours result in favorable tourism experiences. They have the opportunity to control all the facets of the tourism experiences in order to trigger the experience development. In the contemplation stage, the tour operators' marketing and sales forces

create expectations. During the on-site activities, the tourists' experiences are influenced by the accommodation and transportation service providers, which are preferred by the operator of the tour (Cooper et al., 1998).

Besides, the tour leaders and guides design the tour operator and try to guarantee that the customers' vacations run placidly. Thus, their actions have a definite impact on the tourists' perceptions of the whole tour (Cohen, 1985; Mossberg, 1995; Yale, 1995). Likewise, as human interaction is an emotionally charged method, the extended interaction with a tour leader, tour guide, or another service provider also leads to experiential reactions (Otto & Richie 1996).

Learning Domains

For many concerned with the outcomes of field trips, research shows that both cognitive and affective learning can happen as a result of class visits to out-of-school settings and surrounding experiences, but such learning is fundamentally influenced by a number of factors, including the structure of the field trip itself, setting novelty, prior knowledge of the students, the social context of the visit, teacher agendas and actions on the field trip, and the presence or absence and quality of preparation and follow-up experiences. Moreover, despite their potential, field trips still are often underused as learning experiences (DeWitt & Storksdieck, 2008).

Though depending on the setting and the specific situation, other results at times also recommended that school-based instruction might provide "enough learning per unit of time" (Bitgood, 1989; Storksdieck, 2006). Although, museum practitioners as well as classroom educators also value the opportunities provided by field trips for positive affective and human experiences (Anderson, Kisiel, & , 2006; Storksdieck, Werner, & Kaul, 2006), and more recently even "cognitive" learning outcomes of field trips are being widened beyond details and concepts to incorporate process skills, awareness of lifelong learning community infrastructure (e.g., museums) and the like (Storksdieck, Robbins, & Kreisman, 2007). Learning on and from a field trip, therefore, is no longer viewed as an extension or development of classroom teaching, but as a valuable supplement to classroom instruction, as well as an excellent way to equip students for future learning (Hofstein & Rosenfeld, 1996; Orion & Hofstein, 1994; Storksdieck, 2006).

A. Cognitive Domain – The tour managers improves their critical thinking in organizing and planning a package tour through experience.

"I learned many things when it comes to organizing and making a tour package. There are many things you should consider in making an

itinerary. Being a part of a successful educational tour, it shows, that I can handle big responsibilities if I work hard and don't give up."

"With this tour getting broader and includes a lot of areas, we became more persevered to plan. This experience is somewhat exhausting but the fact that this is an advantage that for the next time, I will be ready for more challenging tasks. This taught me how to have a lot of options most of the time that if option A doesn't work out, I still have options from B to Z."

B. Psychomotor- Tour managers learned and develop their skills, both oral and written communication during their negotiations with the suppliers, conversation with their tour participants during meetings and orientations. They also improved their motor skills in actual practice of costing and pricing of tour.

"For me, the worst part of this tour package planning was the costing and the inquiries to each establishment. In costing, we had a hard time to fix the expenses in our limited budget which was only ten thousand pesos."

"As we finished this part of our tour package we go on to the costing and this part is the most difficult to adjust, because we already proposed the tentative more or less 10,000 pesos cost of tour package per student."

"We were trained inside the classroom, but in reality; in actual situation, it is, really hard because our experiences are only in the classroom."

C. Affective-This learning domain helps the tour managers develop their manners on how to deal with things and situation emotionally, such as their feelings, values, and attitudes towards their tasks.

"The whole experience strengthened my relationship with God that pushed me to do all the tasks this tour requires me. I put a lot of faith on this, to my class, my adviser, to my tour participants, to all the suppliers and myself. And I believe that God walks through w/ me the entire tour. But at the end of the day, there is no problem that can't be solved with good communication."

"I am still very thankful for the experience and for the participants who are very cooperative and understanding towards the end of the tour."

Regardless, of their never ending complaints, but still I am thankful for the learning's that I have gained."

"Somehow, we still managed to work under pressure to keep our cool with the tremendous help of our adviser and the teachers who are with us during the tour. We are very grateful to their help, assistance, and guidance."

The actual practice provides a great impact to the total growth of a student who joins the educational tour, particularly students who really get involved in the planning and implementation. These experiences can certainly evoke strong emotional responses and develop the cognitive aspect of a person.

DeWitt and Storksdieck (2008) asserted that cognitive and affective learning could transpire as an outcome of class visits to out-of-school contexts, and learning outcomes are essentially influenced by the structure of the field trip, setting novelty, prior knowledge, and enthusiasm of the students, the social setting of the visit, academic agendas, student experiences throughout the field trip, and the presence or absence and quality of arrangement and follow-up. Field trips, however, are not typical for teaching complicated concepts or even isolated facts. They are not "better classroom settings"; instead, they serve best as opportunities for exploration, discovery, first-hand and real experiences. Notwithstanding systemic pressures to the contrary, teachers and informal educators tend to agree on this broader vision of field trips (2008).

CONCLUSIONS

Developing, planning and implementing tour packages are one of the course requirements for a tourism student in order to finish in a degree program. They were taught the basic concepts and principles about tour operations. To fully appreciate and understand their course, they were required to plan out and execute in actual on how to operate a tour towards the end of their lesson wherein their learning does not emerge only within the four corners of their classroom.

According to Claravall, (2012) tour operations is the cycle of preparing and implementing all the activities comprising a tour package as detailed in the itinerary, within a given time frame, with estimated cost, generating the projected revenues in order to meet the expectations of the paying client and attain set goals.

Based on the data gathered from four (4) key informants and after the thorough discussions and data analysis, findings reveal that there were seven (7)

emergency themes namely: (1) attributes and characteristics of tour manager/operators; (2) stages of developing and planning a tour packages; (3) tourism stakeholders and components; (4) tour operators roles and responsibilities; (5) tour activities and experience; (6) varied emotional responses; and (7) learning domains. These themes were distinguished through the experiences shared by the tour managers/leaders.

Developing and planning a tour package involves different stages like tour planning, developing tour itinerary, and preparing tour requirements, negotiating to the different suppliers, actual implementation and execution that may involve challenges, expectation and satisfaction of tour participants. Tour organizers should always put into consideration the different tourism stakeholders or components they are going to negotiate or worked with. Tourism components such as accommodation, food, souvenir shops, transportation that are to be used in order to reach a certain tourist destination and site, and particularly the requirements and needs of their tour participants. In-depth negotiations and discussion are important before selecting which suppliers of these tourism component tour organizers should choose from. Since, they play a vital role to the success of the tour operation.

Therefore with these findings, the researcher strongly recommend for the actual exposure and engagement of students to real work-related tasks like organizing a tour. The school should continue to support and provide opportunities were students can apply and put into practice what they have learned.

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