An Empirical Study on the Impacts of Emotional Experience on Loyalty of Tourists in Red Study Tourism

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Abstract. "Tourist emotional experience" refers to the emotional reaction brought about by the tourist in acquiring information, analysing and processing various information in the external environment, by evaluating what he/she perceives to be relevant to the destination, and obtaining the corresponding psychological response from it. "The satisfaction that tourists feel as a result of the consumption activities they carry out". Tourists tend to associate what they experience with the experience when they undertake tourism activities. Therefore, red study tours have a certain degree of appeal and influence for tourists with emotional needs. This paper focuses on the analysis of the collected questionnaire data through mathematical and statistical analysis. Firstly, the collected paper version of the questionnaire was manually entered into a form, and then descriptive analysis, correlation analysis and regression analysis were carried out using SPSS22.0 to test the research hypothesis of this paper and explore the relationship between the emotional experience and loyalty of the tourists of Xibaipo red research tourism.

Keywords: Xibaipo; red study tourism; context; emotional experience; loyalty

1. Introduction

Xibaipo is the birthplace of the Chinese Revolution and is a red revolutionary education base and patriotic education base. In recent years, with the rise of red tourism, more and more tourists have come to Xibaipo to experience the red culture and learn about the history of the Chinese Revolution. Study tours, as a way of combining excursions and learning, have attracted many primary and secondary school students and educational institutions to visit and learn. The study tour has become an important way to reform quality education in China, and marks the official entry of China's study tour into the development stage. The study tour has entered a stage of development. As China's economy continues to develop, household income grows steadily and parents' perceptions of education change, study tours are gradually being recognised by the market, and demand for them from schools and families continues to grow (Liu et al., 2018). However, during the development of study trips, many schools have organized study trips that have "travel without learning", "emphasize travel over learning", "unclear study themes" and "random planning". "These problems have seriously affected the perceptions and attitudes of students, parents and society towards study tours, and have hindered the healthy development of study tours (Chen, 2016). Therefore, it is important to improve the quality and quantity of study tours to enhance people's recognition of them and promote their development. The level of people's needs rises as their living standards continue to improve, so people are no longer satisfied with sightseeing tours during their travels, but wish to have more pursuing spiritual and emotional experiences. The advent of the age of experience has led to a boom in the study of emotional experiences (Zheng & Gao, 2016). While emotional research has been extensively researched in psychology, philosophy, biology and sociology, it is only in recent years that the tourism community has slowly paid attention to emotional experiences. Emotional experiences are one of the types of tourism experiences (Xu, 2018). During the tourism process, various novelties and environments stimulate and influence the cognitive and psychological state of the visitor, resulting in a variety of emotions, such as pleasure, excitement and thrill. The emotional experience is not only an integral part of the tourism experience, but also has a significant impact on post-tourism satisfaction and behavioural intentions. Therefore, in order to facilitate the acquisition of knowledge during the teaching and learning process, in pedagogy, teachers in the classroom usually design a variety of new and interesting situations to allow students to have a better emotional experience. Positive emotional experiences increase the effectiveness of human action, for example, a moderate level of excitement can lead to an optimal level of mental performance and maximum efficiency in work or study. Study tours are based on various tourism resources to create learning situations for students that are different from the classroom, so that they can have a better learning experience and achieve better learning outcomes. In the process of study tours, social activities such as eating, living, travelling and

learning are all related to emotional experiences based on tourism resources. By focusing on the emotional experience of students in study tours, we can better plan and manage study tours and realise the effect of study tours more effectively (Qu, 2017).

The Xibaipo Red Study Tour is a kind of experiential tourism with patriotic education as the main line, supplemented by traditional history and culture and local snacks as the carrier. The "Xibaipo" red study area is mainly composed of four parts: one is the exhibition area (including the interpretation department, ticket office, etc.); the second is the study and research area (such as school libraries and museums, etc.); the third is the teaching facilities (with interpretation rooms, laboratory buildings or memorials, etc.); the fourth is the educational function, of which the tour is the main form. The content has a certain ornamental character. Research on red tourism has been actively explored by scholars at home and abroad, and certain results have been achieved (Liu et al., 2017). However, there are still shortcomings in the research and questionnaire design of the red study tourism market. Foreign academics mainly analyse from two perspectives, macro and micro: macro is to predict the changes in social and economic development during the revolutionary period, the revolutionary era and after the Revolution through historical changes (Fang et al., 2016). In contrast, the domestic academic community is exploring the current situation of red tourism development and its influencing factors from a holistic perspective, and the research methods are relatively single and not comprehensive enough, with most of them being qualitative descriptions or quantitative calculations. Therefore, the author included the emotional experience of Xibaipo red research tourism tourists on loyalty in a research hypothesis model, and conducted data analysis and hypothesis testing through the collected data. Firstly, descriptive statistical analysis was conducted, followed by testing the reliability of the questionnaire scale and the correlation analysis between the dimensions, and finally analysing whether there was a linear relationship between the dimensions to verify whether the hypothesis was valid (Tang, 2013).

2. Hypothesis Development

2.1.Research hypothesis and model construction

Based on consumer purchase behaviour and decision theory, as well as emotional evaluation theory, I hypothesise that there is a positive influence of emotional experience on loyalty, and that the internal mechanism of loyalty expressed by tourists' evaluation of the study context is likely to be achieved through the mediation of positive emotions. According to the "cognitive evaluation - emotion - behaviour" analysis path constructed by emotional evaluation theory, the red study tourism context influences the emotional experience of tourists, and the response to the emotional experience drives tourists' loyalty. Based on the above analysis, this study proposes the hypothesis that the influence of the red study tourism context on tourists'

loyalty in Xibaipo is generated through emotional experience. Therefore, this study constructs a model of the influence mechanism of the emotional experience of Xibaipo red research tourism (Gao & Li, 2017). As shown in Figure 1, the five dimensions in the Xibaipo red research tourism context are used as antecedent variables to explore their influence on affective experience, which, at the same time, is an important driver of tourists' post-tour behavioural tendencies. This study argues that mid-tourist affective experience may be an important influencing factor on post-learning loyalty, so it is used as a mediating variable.
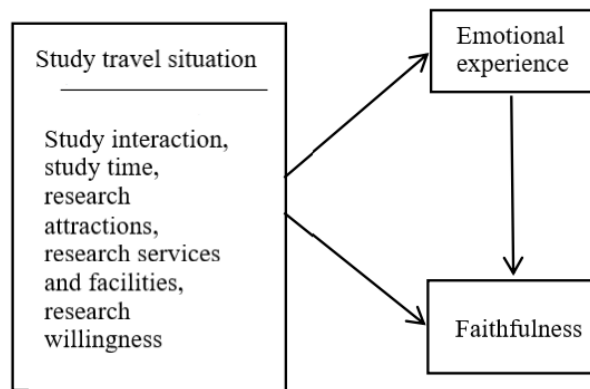

Fig.1: Hypothetical model of the relationship between study tour context, emotional experience and visitor loyalty

2.2.Research, data collection and analysis methods

In terms of the research population, this study focuses on the relationship between the red research tourism context, tourists' emotional experience and loyalty in Xibaipo, and therefore, the research population is tourists who have participated in the study tour (Sun et al., 2019). This study will use structural equation modelling to analyse the data, so the sample size is required to be five to ten times the number of question items measured, and this study uses a 5-point Likert scale, so the sample data is at least 165. For the survey sampling and the research topic, this study was conducted by visiting the red tourism scenic spots in Xibaipo to distribute paper questionnaires to visitors who had completed the study tour, which were distributed on the spot and collected immediately. The purpose and use of this survey was explained before distribution. A total of 640 questionnaires were distributed, and after eliminating invalid questionnaires, a total of 586 questionnaires were valid. In order to test the reliability of each scale, the sample data was first analysed for reliability, exploratory factor analysis was applied to confirm the structural components of the study tour context, and the Cronbach coefficient was used to examine the internal consistency of the measured items of each variable; then validation factor analysis was used to measure the structural validity of each variable; finally, using SPSS22.0, stepwise

regression was applied to analyse the relationship between each dimension of the study tour context The relationship between the dimensions and emotional experience and loyalty in the study tour context was analysed using SPSS22.0. Stepwise regression analysis is one of the types of multiple regression analysis. Stepwise regression analysis can be used to investigate whether there is a linear relationship between the independent and dependent variables and the strength of the linear relationship. When conducting multiple regression analysis, SPSS 22.0 provides a variety of methods for selecting variables, and the forced entry method is one of them and is more common. The forced entry method is where all variables are put into the regression equation in a mandatory and sequential manner. In a study, the researcher can decide on the order of input of the independent variables based on theory and rules of thumb, in order to analyse how well the overall regression model explains the dependent variable (Zhao & Zhang, 2018).

3. Data Analysis and Testing

Based on the sample statistics, the details of the survey respondents are shown in Table 1 below.

Variable		Sample size	Percentage (%)
Sex	Man	234	39.9
	Woman	352	60.1
Nearly a year whether there is a travel experience	Yes	334	57
	No	252	43
Study travel times	1	226	38.6
	2	234	39.9
	More than 3 times	126	21.5

In order to check the internal consistency of the questionnaire as a whole, a reliability analysis was conducted on all the questions in the overall scale of the red study tour context, emotional experience and loyalty, and the results showed that the Kronbach coefficient was 0.949, which was greater than 0.9, indicating that the overall reliability of the questionnaire was very good. Firstly, a reliability analysis was conducted on the Study Travel Context Scale and the results showed that the Kronbach coefficient value was 0.94, indicating that the internal consistency reliability of the scale was very good; secondly, an exploratory factor analysis was conducted on the Study Travel Context Scale and the results showed that the KMO value was 0.935 and the Bartlett's spherical test value was significant, indicating that the Study Travel Context Scale was suitable for exploratory factor analysis. Using

principal component analysis, this study named the five metric factors according to the measurement questions: research services and facilities, willingness to research, research attractions, research interactions, and research time. See Table 2 for details.

Table 2. Results of factor analysis of the Study Travel Context Scale

Question item	1	2	3	4	5
The study task design of the study trip is reasonable	0.747	0.377	0.248	0.073	0.296
The theme of the study travel is clear	0.738	0.368	0.072	0.093	0.235
Excellent research and study interpretation service	0.656	0.203	0.386	0.378	0.326
The crowding degree of the study attractions is moderate	0.706	0.078	0.349	0.334	0.067
Colorful study and experience activities during the study trip	0.579	0.402	0.362	0.060	0.328
The research base is fully equipped with the facilities	0.632	0.303	0.402	0.283	0.247
The content of the study trip helps me to understand the revolutionary culture of Xibaipo	0.546	0.343	0.266	-0.006	0.345
I volunteered to participate in this study trip	0.236	0.754	0.297	0.352	0.225
I have a full	0.333	0.698	-0.022	0.333	0.234

understanding of the research attractions				
I am really looking forward to this study trip	0.267	0.739	0.332	0.287	0.237
The signs / signs of the research attractions are obvious and easy to understand	0.290	0.096	0.748	0.084	0.282
Landscape or exhibits display is scientific and reasonable, convenient to watch	0.358	0.368	0.662	0.093	0.235
Research attractions management scientific, orderly to carry out the corresponding activities	0.300	0.250	0.636	0.377	0.343
The number of students in the same team is moderate	0.329	0.299	0.537	0.307	0.349

The content validity of the Xibaipo Red Study Tour Contextual Scale was then analysed by Amos 22.0, and all question items met the relevant criteria. The means and standard deviations of all variable dimensions were analysed before correlation analysis was conducted. The mean values of the five dimensions of the study tour context were 4.06, 3.91, 4.06, 3.97 and 4.18 respectively; the mean value of emotional experience was 3.91; and the mean value of loyalty was 4.15. According to the 5-point Likert scale, these mean values are all high, indicating that the respondents' ratings of the dimensions of the study tour context, emotional experience and loyalty are all high. These means are high, indicating that the respondents' ratings of all

dimensions of the study tour situation, as well as emotional experience and loyalty, are high. In order to verify the validity of the model, the correlations between all the variables in the conceptual model were analysed. The correlation results are shown in Figure 2 below.

variable	sex	Interaction	Time	attractions	Services & Facilities	Emotional experience	loyalty
sex	−0.16*	1					
Research interaction	-0.16**	0.12*	0.23**	1			
Research time	0.06	0.02	0.13*	0.56**	1		
Research attractions	-0.10	0.1 1		0.12*	0.64**	0.58**	1

Fig. 2: Correlation coefficients, means and standard deviations of the variables

4. Discussions

Firstly, emphasis is placed on the shaping of the study tour context. Research has shown that the context of study tours has a significant impact on emotional experience and loyalty. Therefore, organisations and managers of study tours, as well as study service providers, should be committed to constructing a good study tour context. This study has analysed and extrapolated the five dimensions of the study tour context, including study interactions, study time, study attractions, study services and facilities, and study intentions. Therefore, in order to have a positive emotional experience, the study tour context needs to be improved from these five dimensions. All aspects should be considered when planning study tour activities before deciding on an appropriate time period for the study tour. When planning the itinerary of a study trip, the daily study time should be arranged scientifically, taking into account the physical fitness of the visitors and combining work and rest to ensure that the whole trip is relaxing and enjoyable. For the time spent at each site, there should be both "touring" time and "learning" time to achieve the effect of "touring and learning". Study attractions need to be trained and equipped with a certain number of professional study guides, the display and display of the landscape in the attractions can use new technology to simulate the experience of visiting and learning, the design of interpretive signs and logos should be combined with the characteristics of the tourists group to creative design, to improve its educational function. In addition, research sites should also provide certain rest and study places. In order to ensure the effect of study when conducting tours, study guides should be divided into small groups of tourists for study trips to avoid overcrowding when visiting, etc.

Secondly, enhancing tourists' emotional experience. According to the findings of this paper, in the study tour context, tourists' emotional experience has a certain positive impact on tourists' loyalty after the study tour, and emotional experience also acts as a partial mediator between the study tour context and loyalty. Therefore, it is

necessary to pay attention to the emotional experience of tourists in the study tour process. How to improve the emotional experience of tourists is crucial and a relaxed and enjoyable study tour situation is conducive to positive emotional experiences of tourists. For Xibaipo red tourism study tour attractions, scenic area managers can start from the emotional experience of tourists, consciously stimulate the positive emotions of tourists in the study tour experience, fully explore the study tour resources, innovative study tour products, increase the number of interesting experience projects, improve good visual enjoyment, improve the infrastructure of the scenic area.

Third, encourage the promotion and dissemination of study tours. Taking Xibaipo as an example, red tourism study tours, as an important and new means of cultivating students' core literacy, need to be accelerated, vigorously developed and actively promoted. Education departments as well as relevant government departments should actively support and promote it, regularly assess and reward schools, bases and institutions that organise and carry out study tours, and select a certain number of study tour sites as well as build a certain number of study tour bases according to the needs of study tours.

5. Conclusions

Study tours have received increasing attention from scholars, yet few scholars have paid attention to the emotional experience of tourists on study tours in existing studies. This article takes the group of tourists who have participated in study tours in Xibaipo as the research object, and based on emotional evaluation theory, puts forward the hypothesis of the relationship between study tour contexts, emotional experiences and behavioural intentions, and uses questionnaire surveys and data analysis methods to draw the following conclusions. Firstly, through the conceptual discernment of research travel and context, as well as the analysis of domestic and international scholars' views on context of study tour context is clarified through the dual cognition of physical and psychological attributes of study tour. Based on the definition of study tour context, the study also draws on the views of other scholars and combines the opinions of study tour experts to generate a systematic study tour context scale, conduct research on the implementation of the proposed scale, obtain basic data, validate the scale and classify the study tour context into five dimensions: study tour interaction, study time, study attractions, study services and facilities and study intentions. The scale is comprehensive and has good overall reliability and validity, providing a measurement tool for understanding the context of study tours. Secondly, the Study Tour Context positively and significantly influences visitors' emotional experience. Different dimensions have different degrees of influence on the affective experience, with willingness to study having the strongest influence on the affective experience, followed by study services and facilities, and finally study interactions, study time and study attractions, and with equal intensity. In other words, the

willingness to study in a study tour situation significantly affects visitors' affective experience, and the stronger the willingness to study, the more positive the affective experience. Moreover, from the point of view of the mean, the stronger the willingness of tourists to study suggests that tourists are very willing to participate in study tours and that tourists enjoy this type of teaching activity. This differs from the findings of others, who have also concluded that the tourist landscape has a greater impact on the perception of the tourist experience, and that study found that tourist attractions are the main factor influencing tourists' emotions in a tourist context. This paper argues that tourists participate in study tours organised by their units or schools, and that the purpose of their study tours is mainly educational and learning-oriented, and that their essence is an educational activity, so the willingness to study has the greatest impact on affective experience in study tour contexts, which is not quite consistent with the results of studies related to the impact on affective experience in general tourism contexts. Third, the study tour context positively influenced tourists' behavioural intentions. Different dimensions have different degrees of influence on behavioural intentions, with the strongest to weakest influences on behavioural intentions being willingness to study, study services and facilities, study interaction, study time and study attractions. In this study, willingness to study refers to family members' support for study tours and visitors' attitudes (expectations and interests) towards study tours before participating in them. Behavioural intentions, on the other hand, refer to the willingness to participate again, the willingness to recommend and the willingness to share after the study tour is completed. In the context of study tours, willingness to study has the greatest influence on behavioural intentions. In other words, the attitude of family members and tourists themselves towards the study tour before the study tour is an important precondition for the behavioural intention after the study tour. Fourth, affective experience positively and significantly influences behavioural intentions, and affective experience partially mediates the relationship between study tour contexts and behavioural intentions. This result suggests that the study tour context not only has a direct effect on behavioural intentions, but also indirectly on behavioural intentions through the transmission of affective experiences. This suggests that the construction of study tour contexts increases visitors' affective experiences, which in turn increases their behavioural intentions.

In addition, although this study strives to be rigorous, there are certain limitations in this study due to various reasons such as human and material resources and time, which are mainly reflected in the following aspects: Firstly, this study only chose Xibaipo as the research site, and the questionnaire sample collected has certain geographical limitations. This is because there are no reference and comparison objects for all the study facilities in Xibaipo, and the study sites are limited to the study sites in Xibaipo. Secondly, there is no detailed classification of tourists in the research population of this study, and there is a lack of samples of different types of subjects. Thirdly, the research time period of this study was after the National Day,

which may lack a certain degree of representativeness. Therefore, future research could be carried out at research bases in other areas and include different types of tourists with different characteristics. Urban and rural students could also be used as a comparison. There is currently little research on study tour contexts, and in future research other variables can be introduced to explore the formation mechanism of study tour contexts and further expand research on study tour contexts. As study tours are a form of experiential education, future research could also focus on the special emotional experiences of secondary school students during study tours, such as the experience of patriotic emotions or the experience of awe of history during red study tours. Future research could also focus on the specific participation behaviours of secondary school students in study tours, with a view to making better recommendations for study tours.

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