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A Study on How Expectations, Motivation, and Peer Influence Affect Study Tour Behavior of Students in Private Universities in Zhejiang, China

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Abstract

Study tour is a form of educational tourism that combines learning and traveling. The current study tour market still takes secondary school students as the target group and pays insufficient attention to college students. Moreover, the consumption level of the study tour market is high, which is beyond the affordability of many families, and there is also a certain degree of blindness and herd effect, which leads to the division and imbalance of the study tour market, exacerbates the inequality and inequity of education, and also exacerbates the wastefulness and inefficiency of the study tour market. However, with the gradual improvement of study tours in Southeast Asia, study tours in Southeast Asia have the advantages of diverse cultures, mature teaching systems, and diversified study tour products. At present, Southeast Asian study tours have become a new popular location. This study aims to explore the factors affecting Chinese college students' Southeast Asian study tour consumption behavior. Based on the literature review, this study proposes a conceptual model that includes variables such as study tour expectations, motivation, peer influence, attitude, psychological pressure and consumption behavior. Using quantitative research methods, this study conducted a questionnaire survey on 382 Chinese college students who had participated in a study tour to Southeast Asia. The data were analyzed using SPSS 27 software, and the analysis methods included descriptive statistics, correlation analysis, structural equation modeling, and hierarchical regression analysis. This study provides some insights and suggestions for the development and management of study tours, as well as for improving the quality of tours and the satisfaction of participants.

Keywords

College Students Study Tour, Southeast Asia Study Tour, College Students Study Tour Consumer Behavior, TPB theory.

1. Introduction

Society's fast-paced evolution together with economic shifts have triggered major changes in the tourism market which drives permanent product innovation to fulfil consumers' expanding diversified needs. The combination of education and tourism has produced the study tour which enables students to enhance their learning through travel-based experiences. Study tours are acknowledged as practical education methods that advance student learning through direct museum and natural reserve engagements and monumental site visits [1]. The educational experiences teach students to access diversified knowledge while building social-minded insight about different cultures that matter in the emerging globalised world. According

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to Luo and Zhai, students enrol in study tours for educational progression instead of recreational activity since these tours increase practical classroom knowledge [2].

The rapid expansion of the Chinese study tour market traces directly to China's increasing economic development together with improved standard of living especially among the teenage population and families. Chinese domestic study tours operated at a 31-billion-yuan market value with 4.5 million participants along with international study tours primarily serving 300,000 participants at an estimated 15-billion-yuan value during 2022 [3]. The data demonstrates both market stability and increasing student interest in academic travel as a crucial framework for youth growth. The resumption of international travel and loosening of pandemic restrictions since the pandemic will accelerate educational tourism market development by creating new expansion opportunities.

Study tours deliver important value to economic restoration while helping nations practice cultural relations with other nations. Cleary and Walter (2006) demonstrate that education-tourism convergence generates dual benefits through human development support, educational advancements, and enhanced cultural interactions [4].Stakeholders need to understand student travel behaviour because this knowledge enables them to create superior educational journeys which correspond with shifting student and family requirements. The consumption of study tours by students depends on multiple connected elements which include individual reasons and psychological dynamics along with personal relationships and available information regarding destinations and tour experiences according to Castro [5].

The study tour consumption behaviour requires further extensive investigation because China's market remains undeveloped along with weak structures. Study tour popularity has risen across China yet customer safety concerns remain alongside service quality problems and unprofessional service standards according to Yang and Xu [3]. Study tour quality and educational results suffer from wide variations because there are no standard operational guidelines or educational frameworks or standardized definitions. According to Luo and Zhai (2021) these shortcomings impair study tours from reaching their educational potential and lead to reduced market trust from consumers [6]. An improved comprehension of psychological elements and behavioral patterns among students must occur before resolving market problems stemming from study tour activities.

The segment of university students remains vital to the study tour industry while scholars have insufficiently examined their behaviour patterns. Study tour programs mostly serve primary and secondary school students but insufficient research exists about college student needs along with their preferences and behaviour [7]. College students belong to a crucial phase in their development when personal growth and professional readiness requires direct learning experiences through cultural practices and international education. The growth of Chinese students' study tours toward Southeast Asian countries creates an excellent framework to explore the connection between tour behaviour and student expectations and motivations together with peer influence and psychological factors [8].

Chinese study tours now frequently choose Southeast Asian countries Malaysia Thailand and Singapore because they provide favourable educational policies combined with abundant language resources and affordable expenses [9, 10]. The region of Southeast Asia has become more active in academic integration together with people flow between China and Southeast Asia while creating improved educational access with expanded mutual understanding and coordinated operations. Liu and Xiao (2023) highlight the fact that research about the consumption patterns and choice processes of Chinese students visiting Southeast Asia remains scarce because the number of these students increases yearly [11].

This research examines how expectations and travel motives and peer impact affect study tour habits of Chinese private university students through travel attitudes while psychological stress

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influences these relationships. This study uses quantitative methodology to research Southeast Asia-bound students to create new theoretical insights and practical solutions for study tour development and management. The research findings will deliver important guidance to education organizations and tour companies along with policymakers who want to improve the quality and availability of educational benefits in their study tour programs. The present study maintains its importance by addressing emerging market needs of study tours through empirical data that leads to specialized student-focused educational tours. Systematic investigation of essential variables will enable this study to enhance academic knowledge in educational tourism while contributing to educational research in the age of globalization.

2. Literature Review, Theories, and Conceptual Framework

The Chinese tourism sector has experienced major developmental changes which expanded its scope from leisure services into multicultural educational and experiential experiences. The domestic tourism sector in China demonstrated clear resilience after the pandemic disruption because the domestic visitor numbers rose strongly. Tourism demand within China doubled from 2020 to 2021 during the first six months according to data from Liu & Xiao [11] . The tourism industry demonstrated its essential position through the statistics which show its dual role as economic generator as well as cultural educator and educational facilitator. The educational field merged with tourism enabled students to experience study tours which deliver practical educational opportunities in various settings outside conventional classrooms.

The core purpose of study tours centers on promoting education-based development of students through blended mandates of purposeful educational content and travel activities. These educational programs have recently received growing respect for their capability to develop student cultural knowledge while developing their capabilities to understand different cultures and cultivating analytical thinking skills. According to Chen and Huang (2020) educational institutions along with tourism have combined due to social developments which prioritize practical experiential education beyond traditional memorization methods [5]. Chinese students from study tours are choosing destinations in Southeast Asia due to combined circumstances of cost-effective programs and matching cultural heritage together with favourable educational initiatives [8]. The academic and personal development objectives of students find optimal alignment within this educational setting systematically fostered by those factors.

A promising market expansion occurs in study tours but various structural barriers continue to exist. The main challenge in study tour provisioning derives from providers who lack specialized expertise. Many study tour programs maintain poor design and implementation according to Sánchez Hernández (2022) because vendors tend to favor tourism aspects at the expense of education with minimal substantial learning outcomes [12]. Without standardized quality assurance systems the problem intensifies through inadequate programme quality and consumer satisfaction becomes inconsistent. The study tour industry serves primarily young students in primary and secondary grades since college students with advanced preferences for academic rigorous experiences receive insufficient attention [3]. Research dedicated to college students requires immediate attention because of this apparent studied deficiency.

Study tours come with steep costs because of which many families find them financially unaffordable while perpetuating educational disparities. The study tour programs according to Hu (2022) exist at pricing levels which exclude average-income families and establish educational privilege as an advantage for wealthy students [13]. Students and their families usually make study tour decisions under the wide influence of peer pressure together with social trends instead of making choices for genuine educational purposes [14]. The study tour

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phenomenon emphasizes that colleges must understand psychological and social elements which push individuals to consume such educational experiences.

Academic scholars have studied study tour behaviour in greater depth during the past few years to understand participant decision-making processes as well as expectations and motivations. Research by Liu and Xiao (2023) employs consumer behaviour theory to study college student study tour behaviour through an assessment of pre-trip decision-making and destination perception along with behavioral motivation and satisfaction variables. The examined variables show meaningful statistical connections in research which demonstrates that investigation into study tours must analyse intellectual and emotional aspects jointly [11].

Social identity theory together with cultural capital theory enhances the current understanding of study tour consumption among college students. The authors of Piwen et al. (2023) explain that study tours help college students gain cultural capital while constructing their social identities. Study tour involvement enables students to express cultural refinement which results in elevated social value and boosted personal esteem [15]. According to Consoli (2024) students are motivated to invest in study tours because of fulfillment expectations such as wanting to expand their horizons and achieve personal self-actualization in the future [17].

Most of the previous research concentrates on conventional tourism settings with Western participants while these studies lack relevance in the Chinese private university environment. According to Lin and Liu (2023) academic and economic success remain key influences for Chinese students to study abroad although their research took place during the pandemic thus calling for recent investigations after the pandemic ends [17]. Kim and Lawrence (2021) show how students develop long-lasting academic interests and research dreams after forming valid peer alliances through educational tours according to their study [18].

Research investigators adopted the Theory of Planned Behaviour (TPB) together with Pressure-Cognitive Interaction Theory (PCT) to build their study framework. The theory of planned behaviour designed by Ajzen explains that people choose their actions based on intentions which result from how they evaluate their behaviour and how their peers view it alongside their confidence in performing it [19]. The factors which shape student attitudes regarding study tour activities start with expectations and motivations together with peer influence while these attitudes help form actual study tour behaviour. The theoretical framework facilitates an organized assessment of mental processes and social values that motivate students to pursue study tours.

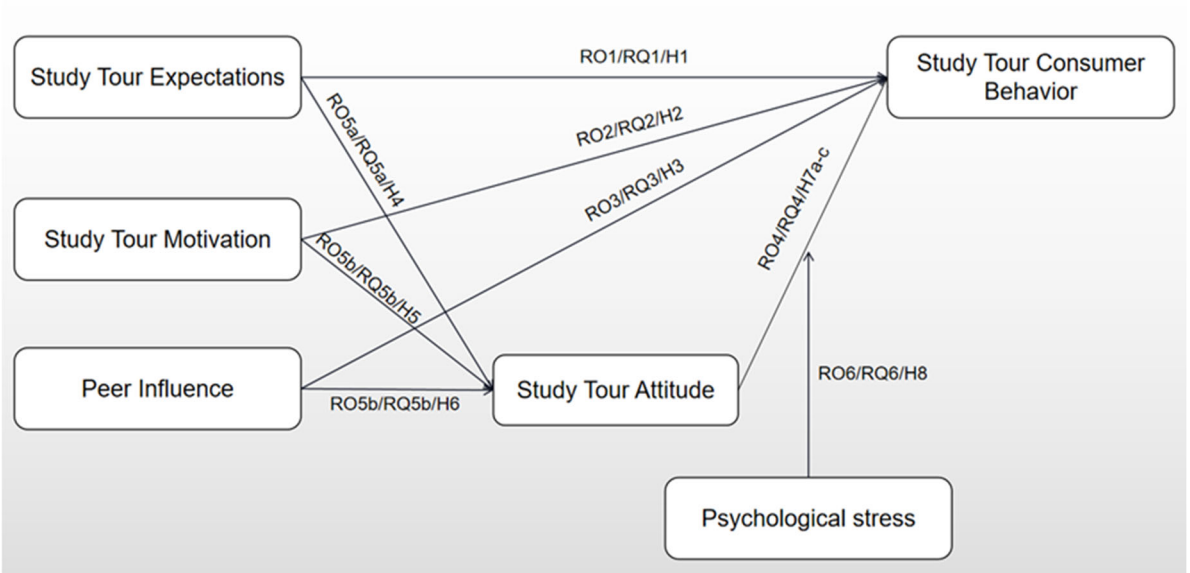

Figure 1. Conceptual Framework

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Lazarus and Folkman (1984) developed PCT which brings together psychological stress factors to explain how cognition and behaviour respond to these factors. Higher psychological stress levels make people change their decision-making approaches by pursuing fulfillment or escapism through consumption activities including study tours. The addition of PCT within the conceptual model provides better comprehension about how emotional elements combine with cognitive assessments to influence study tour choices.

The research conceptual design supports study tour consumption behaviour through independent variables which include study tour expectations and travel motivations and peer influence while additionally using travel attitude as a mediating variable. Travel attitude transforms these antecedent effects into study tour conduct while psychological stress modifies the strength of these linkages between the variables. The integrated model effectively resolves existing research limitations because it incorporates logical and emotional factors which influence travel decision processes.

This research adds value to academic knowledge because it concentrates on analyzing Chinese private university students who visit Southeast Asian locations. Most research about Chinese student behaviors relies on findings that were obtained through broad populations while ignoring specific factors shaped by economic status along with cultural aspects and academic variables. The rising status of Southeast Asia as an educational centre for Chinese students makes this area highly relevant because of its cost-effective opportunities and solid governmental backing and cultural accessibility [8].

Literature about study tours displays consumption behaviour as a pattern featuring diverse intellectual and social and psychological characteristics. University students from Chinese private educational institutions lack sufficient research about their experiences while studying during the pandemic and within Southeast Asian educational regions. This study constructs a complete conceptual framework through the integration of TPB and PCT to explain expectations together with motivations as well as peer influence and travel attitudes and psychological stress in order to gain theoretical progress and practical findings for better study tour quality and accessibility and educational value.

3. Research Methodology

This research designs a quantitative study employing a positivist philosophical framework to investigate systematically how Chinese private university students behave regarding study tours. The research relies on quantitative methods because they enable testing variable relationships empirically and expansion of research findings toward wider population sets [20]. The study follows its research purpose to conduct empirical research about how study tour expectations affect student behaviour through travel motivation and peer influence by using travel attitude as a linking element between variables while psychological stress functions as a modifying element.

The authors conduct a cross-sectional study to gather one-time data from all participants in the study. Research questions combined with practical monitoring limitations make a cross-sectional approach suitable for this study according to Bryman [21]. This research focuses on students from Zhejiang Province private universities who have already gone on Southeast Asian study tours or expressed a wish to do so. The researcher has chosen this approach to ensure the collected data truly represents Chinese students who study abroad in Southeast Asia because this specific demographic fall outside conventional academic study [8].

The research used purposive sampling as its sampling approach. The researchers selected purposive sampling because their goal was to deliberately choose individuals who fulfilled the requirements of attending a private Zhejiang Province university plus participating in Southeast Asia study tours. Purposive sampling provides suitable research methods for

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gathering detailed relevant data from specific contexts without requiring statistical representation [22]. Research findings came from 382 participants who completed valid questionnaires from a total sample of 450 potential respondents, resulting in an 84.9% response rate. All SEM analytical minimum requirements are met by this sample size which enhances the strength of the study's evaluated findings [23].

The main data collection method consisted of a structured questionnaire which contained only closed-ended questions. The research questionnaire adopted validated scales from previous work to achieve a proper measure of reliability and validity. The study tour expectation measurement used items from Scholl-Grissemann et al. (2019) to assess individual transformations along with educational enhancement and immersion into different cultures [24]. The assessment of travel motivation depended on Dimmock and Hadfield's (2022) scale by evaluating both intrinsic and extrinsic motivational factors [25]. Renn (2020) developed items to evaluate how peers influence travel decisions through their impact on student decision-making processes [26]. The scales designed by Yozukmaz and Kiliç (2022) gauged study tour evaluations of participants in both affective and cognitive aspects [27]. The research employed modified psychological stress indicators presented by Ozkoc and Caliskan (2020) to gauge stress levels that emerged from academic, social and personal life spheres [28]. The measurements for study tour consumption behaviour utilised behavioral intention and participation items which researchers derived from Bergsteiner and Avery [29].

All items were measured on a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"), a format that is widely recommended for improving response quality and reducing bias in behavioral research [30]. Before executing the full survey to students, the search subjected the questionnaire to testing by 30 participants to validate its clarity and appropriateness and measurement reliability. The obtained feedback led to minor modifications mainly involving item expression adjustments so these elements would better match the research environment.

Statistical analysis occurred through the use of IBM SPSS Statistics 27. The researchers started by generating descriptive statistics which provided information regarding respondent demographics together with data about variable central tendencies. Researchers used Cronbach's alpha coefficients to check the reliability of measurement scales through reliability analysis and all coefficients met the essential threshold of 0.70 as described by Nunnally & Bernstein [31]. The researchers tested the bivariate connections between variables through Pearson correlation analysis. SEM enabled the researcher to simultaneously test model relationships and hypothesised dependencies by accounting for measurement errors [23].

The research employed bootstrapping methodology using 5000 resamples to evaluate the indirect effects according to Hayes [32]. A hierarchical regression analysis evaluated the moderation impact of psychological stress by developing new terms from the independent variables along with psychological stress variables. The evaluation process established moderation through both large changes in the explained variance (ΔR^2) and statistically relevant interaction effects.

The research design as well as its implementation incorporated ethical considerations throughout the process. The participants received extensive details regarding the research objectives together with operational definitions and legal protections to withdraw from the study whenever they wished without any punishment. All participants received prior information consent before starting the study. Every participant received absolute protection of data confidentiality through anonymization procedures which shielded their identity from disclosure. The study protocol received ethical approval from the Research Ethics Committee representing the relevant academic institution to fulfil human subjects research requirements [33].

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Table 1. Three Scheme comparing

Numble	Scheme 1	Scheme 2	Scheme 3
1	456	456	123
2	789	213	644
3	213	654	649

4. Results

Research data sourced from 382 Zhejiang Province private university students measured the relationships that exist between study tour expectations and travel motivations together with peer influence and both travel attitude and psychological stress and their effects on study tour consumption behaviour. The use of descriptive methods, correlational tests and inference statistics delivered a complete understanding regarding the questions and hypotheses developed in the conceptual framework.

Most respondents belonged to male students (50.3%) while female students made up the remaining 49.7% of the sample. The participants primarily belonged to the age group of 20 to 23 which aligns with standard university student compositions. Regarding academic qualifications, the vast majority of respondents held an undergraduate degree (81.2%), while 14.9% were graduate students, and 3.9% were doctoral candidates. In terms of academic specialization, the largest proportion of respondents came from the field of Business and Management (35.9%), followed closely by Medicine (33.0%), and Engineering (14.9%). Smaller percentages were reported for Science (8.6%) and Literature and Humanities (7.6%). Finally, the analysis revealed that a substantial majority (88.5%) of respondents had participated in an overseas study trip, whereas only 11.5% reported having no such experience. This high level of overseas engagement provides a strong empirical foundation for exploring the behavioral and perceptual dimensions of cross-border tourism-related education, which is central to this study.

Table 1. Demographic data analysis

		Frequency	Percent
Age	18-20 years	63	16.5
	21-23 years old	185	48.4
	24-26 years old	97	25.4
	27 years old and above	37	9.7
Gender	Male	192	50.3
	Female	190	49.7
Academic qualifications	Undergraduate	310	81.2
	Graduate student	57	14.9
	Doctoral student	15	3.9
Area of specialization	Literature and Humanities	29	7.6
	Science	33	8.6
	Engineering	57	14.9
	Medicine	126	33
	Business and Management	137	35.9
Have you ever been on an overseas study trip?	Yes	338	88.5
	No	44	11.5

In this section, descriptive statistics were used to analyze the distributional characteristics of all items across six core constructs: Tour Expectations (TE), Motivation for Study Tours (TM),

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Peer Influence (PI), Attitude towards Study Tours (TA), Psychological Stress (PS), and Study Tour Consumer Behavior (CB). The key descriptive indicators include mean, standard deviation, skewness, and kurtosis, which help assess the central tendency, dispersion, and normality of the data.

The means from TE1 to TE10 in the Tour Expectations construct (TE1-TE10) show participant expectations fall at moderate levels of 3.16 to 3.25. Standard deviation ratings at 1.03 to 1.112 indicate acceptable diversity but responses have a mild preference for higher expectations which appears as slight negative skewness combined with platykurtosis. Participants scored Travel Motivation items (TM1–TM10) at 3.46–3.56 points while showing slightly spread responses (SD = 1.214–1.281) that skewed toward the left side of the distribution scale.

A review of all Peer Influence (PI) items shows equal high means at 3.46–3.6 coupled with standard deviation ranges from 1.21 to 1.308 which verifies robust peer influence effects. General acceptance of peer influence appears through negative skewness together with flattened kurtosis in the data. The response scale for Travel Attitude items (TA1–TA5) indicates 3.44 to 3.51 on average while standard deviation levels are moderate and skewness values are slightly negative which demonstrates positive but varied feelings about study tour experiences.

Students experience moderate to slightly elevated stress regarding study tours while maintaining consistent variance levels (SD = 1.102–1.183) according to Psychological Stress (PS1–PS10) items which show means between 3.36 and 3.46. The standardized means of Consumption Behaviour (CB1–CB5) items range from 3.33 to 3.38 while their distributions demonstrate lower standard deviations of 1.122 to 1.179 and moderate negative skewness which confirms steady study tour-related activities among participants.

The data shows both positive perceptions of study tours through construct means of 3.3–3.6 alongside standard deviations ranging from 1.03 to 1.3. The interpretation of data through SEM and CFA remains suitable because the skewness and kurtosis values exist within ±2 boundaries.

Table 3 shows significant SEM path coefficients which uphold the research conceptual model. All direct relationships between peer influence (PI) and psychological stress (PS) and study tour expectations (TE) and travel motivation (TM) with consumption behaviour (CB) demonstrate statistical significance at $p < .01$. This evidence validates the positive effect of these relationships. The analysis shows peer influence (PI → CB) delivers a statistically significant influence on consumption behaviour with a β value of 0.159 at $p = 0.007$ while psychological stress (PS → CB) creates a positive effect on consumption with a β value of 0.181 at $p = 0.007$ indicating students may use study tours to cope with or achieve goals. The structural model validates the significance of expectations through TE → CB ($\beta = 0.140$, $p = 0.003$) and motivation via TM → CB ($\beta = 0.182$, $p = 0.003$) to understand the behavioral changes of college students.

A strong link exists between personal independence (PI) Travel Expectations (TE) and Travel Motivation (TM) and travel attitude (TA) based on obtained standard beta coefficients and significance levels of 0.291 ($p < 0.001$), 0.285 ($p < 0.001$) and 0.284 ($p < 0.001$) respectively. A strong relationship exists from TA to CB ($\beta = 0.248$, $p < 0.001$) that validates TA as a vital mechanism connecting predictors to consumer behaviors in accordance with the Theory of Planned Behaviour (Ajzen, 1991). Data showed that the interaction between psychological stress and study tours attitudes ($\beta = -0.004$, $p = 0.945$) lacked statistical significance since negative emotions do not influence the relationship between these variables.

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Table 2. Descriptive analysis of items

Descriptive Statistics						
Item	Mean	Std. Error	Std. Deviation	Variance	Skewness	Kurtosis
TE1	3.19	0.054	1.053	1.109	-0.369	-0.367
TE2	3.2	0.056	1.097	1.204	-0.437	-0.424
TE3	3.23	0.055	1.077	1.161	-0.285	-0.46
TE4	3.18	0.053	1.03	1.06	-0.377	-0.334
TE5	3.16	0.053	1.041	1.083	-0.18	-0.327
TE6	3.19	0.054	1.047	1.097	-0.267	-0.366
TE7	3.24	0.055	1.071	1.146	-0.442	-0.416
TE8	3.16	0.055	1.079	1.163	-0.359	-0.372
TE9	3.25	0.057	1.112	1.236	-0.417	-0.476
TE10	3.25	0.057	1.108	1.228	-0.416	-0.476
TM1	3.48	0.063	1.227	1.505	-0.613	-0.61
TM2	3.46	0.063	1.237	1.53	-0.573	-0.653
TM3	3.5	0.064	1.254	1.573	-0.58	-0.69
TM4	3.47	0.062	1.214	1.473	-0.465	-0.734
TM5	3.51	0.063	1.227	1.505	-0.514	-0.733
TM6	3.49	0.063	1.235	1.526	-0.456	-0.793
TM7	3.53	0.064	1.256	1.578	-0.603	-0.686
TM8	3.49	0.066	1.281	1.642	-0.567	-0.735
TM9	3.55	0.062	1.213	1.471	-0.582	-0.675
TM10	3.56	0.063	1.234	1.522	-0.647	-0.625
PI1	3.53	0.063	1.227	1.504	-0.569	-0.689
PI2	3.49	0.062	1.22	1.489	-0.550	-0.673
PI3	3.56	0.063	1.236	1.528	-0.678	-0.585
PI4	3.46	0.063	1.228	1.509	-0.538	-0.678
PI5	3.58	0.066	1.283	1.646	-0.644	-0.700
PI6	3.57	0.062	1.21	1.463	-0.613	-0.649
PI7	3.58	0.062	1.218	1.484	-0.651	-0.612
PI8	3.56	0.063	1.232	1.518	-0.692	-0.561
PI9	3.5	0.066	1.296	1.678	-0.693	-0.629
PI10	3.6	0.067	1.308	1.711	-0.679	-0.7
TA1	3.51	0.064	1.256	1.579	-0.543	-0.737
TA2	3.48	0.064	1.252	1.568	-0.551	-0.707
TA3	3.44	0.062	1.217	1.481	-0.502	-0.684
TA4	3.47	0.065	1.277	1.63	-0.511	-0.772
TA5	3.44	0.063	1.23	1.512	-0.548	-0.655
PS1	3.37	0.058	1.142	1.304	-0.668	-0.43
PS2	3.36	0.059	1.153	1.329	-0.579	-0.504
PS3	3.38	0.059	1.148	1.317	-0.613	-0.479
PS4	3.38	0.057	1.106	1.224	-0.723	-0.356
PS5	3.42	0.061	1.183	1.398	-0.737	-0.424
PS6	3.4	0.059	1.156	1.337	-0.65	-0.463
PS7	3.46	0.059	1.153	1.33	-0.758	-0.369
PS8	3.46	0.056	1.102	1.215	-0.662	-0.431
PS9	3.42	0.059	1.144	1.31	-0.703	-0.41
PS10	3.41	0.059	1.144	1.308	-0.621	-0.479
CB1	3.33	0.059	1.153	1.328	-0.571	-0.499
CB2	3.37	0.06	1.179	1.389	-0.58	-0.538
CB3	3.34	0.06	1.178	1.389	-0.597	-0.52
CB4	3.38	0.057	1.122	1.26	-0.598	-0.465
CB5	3.38	0.059	1.151	1.324	-0.584	-0.506

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Table 3. Structural equation model path coefficients analysis

Path coefficients	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
PI -> CB	0.159	0.152	0.059	2.684	0.007
PI -> TA	0.291	0.290	0.080	3.627	0.000
PS -> CB	0.181	0.183	0.067	2.676	0.007
TA -> CB	0.248	0.248	0.055	4.533	0.000
TE -> CB	0.140	0.133	0.048	2.928	0.003
TE -> TA	0.285	0.285	0.069	4.151	0.000
TM -> CB	0.182	0.176	0.062	2.936	0.003
TM -> TA	0.284	0.284	0.078	3.650	0.000
PS x TA -> CB	-0.004	-0.013	0.053	0.069	0.945

Significant connections exist between PI, PS, TE, and TM that lead to CB through TA as the intervening variable as depicted in Figure 2 yet PS × TA fails to establish significance.

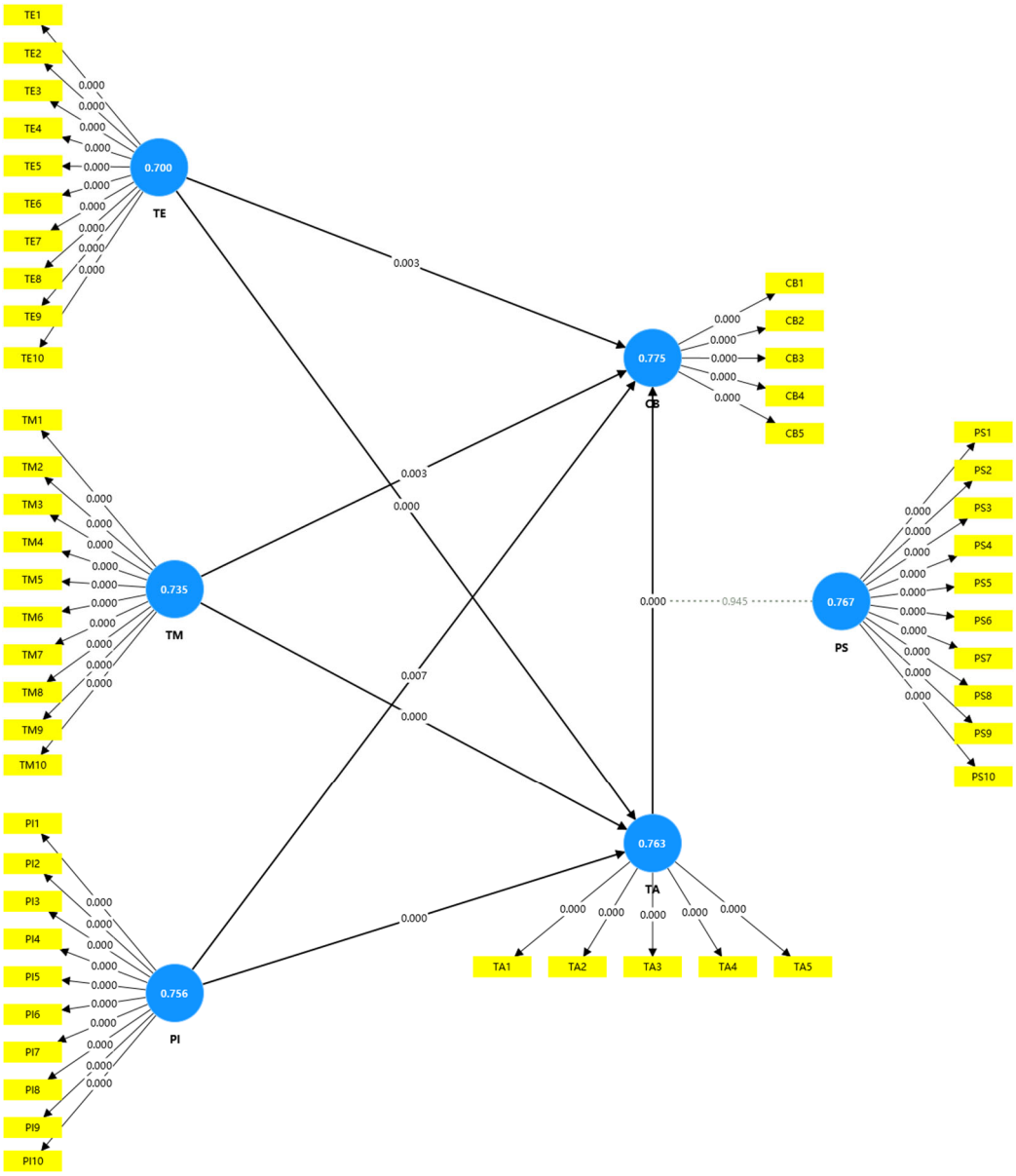

Figure 2. Structural equation model

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Table 4 demonstrates an extensive explanation of data through R^2 statistics which reach 0.626 for CB and 0.583 for TA. The research predictors define 62.6% of study tour consumption behaviour variations along with 58.3% of travel attitude variations while adjusting their explanatory power which enhances model validity.

Table 4. Structural equation model R-square analysis

R-square	R-square	R-square adjusted
CB	0.626	0.620
TA	0.583	0.580

Table 5 reports the f^2 effect sizes. The data indicates that TA (f^2 = 0.062) created the highest influence on CB among all variables tested, while TM (0.032) and PS (0.029) along with PI (0.025) and TE (0.022) had smaller effects. The strongest factors in influencing attitude formation were expectations and peer norms with values of f^2 = 0.093 and 0.087 and 0.083 respectively. A f^2 value of 0.000 demonstrates the PS × TA interaction has no effect in the model.

Table 5. Structural equation model F-square analysis

F-square	CB	PI	PS	TA	TE	TM	PS x TA
CB							
PI	0.025			0.087			
PS	0.029						
TA	0.062						
TE	0.022			0.093			
TM	0.032			0.083			
PS x TA	0.000						

From SEM tests establishes that student study tour action stems directly from expectations, motivations together with peer influence and psychological stress levels. The relationship between the specified factors connects through travel attitude as a strong mediating element. Despite the expectations psychological stress fails to influence the relationship between study tour attitudes and behaviour because student psychological responses to study tours do not vary according to stress levels. Research findings better explain how psychological elements with social dimensions affect the study tour involvement of Chinese students in Southeast Asian locations.

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