

## THE DILEMMA AND COUNTERMEASURE OF STUDY TRAVEL IN WUHAN

Zijing, Zheng<sup>1, a</sup>, Chongjun Yang<sup>\*2, b</sup>, Yiran, Li<sup>3, c</sup>

<sup>1</sup> Wuhan Business University, Caidian District, Wuhan, Hubei Province, China, 296603550@qq.com

<sup>2</sup> Wuhan Business University, Caidian District, Wuhan, Hubei Province, China, 798395159@qq.com

<sup>3</sup> Wuhan Business University, Caidian District, Wuhan, Hubei Province, China, yiran\_li15@163.com

**Abstract:** Study travel is a new form of educational tourism development to this stage, a new measure to deepen curriculum reform, and a new form of practical education. With the promotion and support of policy, it is gradually developing in primary and secondary schools throughout the country, the study travel into the primary and secondary education teaching plan has become a hot spot of education reform. Moreover, the huge study travel market has brought new opportunities for the development of China's tourism industry. Wuhan, as the first pilot city of China's study travel, has responded and taken action, but has not yet entered the ideal state. Based on the provisions of study travel documents issued by Hubei Province and Wuhan City, the paper conducts questionnaire design and field interviews with primary and secondary schools in Wuhan city as the research object. From the perspective of demand, this paper analyzes the practical dilemma and development countermeasure of study travel in Wuhan, aiming to give guidance on the development and practice of this new industry.

**Keywords:** Dilemma and Countermeasures; Tourism; Study Travel; Study Travel; Study Travel Market; Study Travel Pilot

### 1 INTRODUCTION

China's study travel patterns can be traced back to the Confucius period, but its development in modern significance should be based on the 2013 "National Tourism and Leisure Outline <sup>[1]</sup>" issued by the State Council, which formally put forward the "gradual implementation of primary and secondary school students study travel". Furthermore, at the end of 2016, "the Ministry of Education and 11 other departments on promoting the study travel of primary and secondary school students clearly" stated that the study travel should be "incorporated into the teaching plan of primary and secondary education"<sup>[2]</sup>. Scholars are divided on the definition of study travel. Bihu Wu <sup>[3]</sup> believes that study tourism is a study-oriented travel covering all ages, and his research expands the scope of study travel. Jolliffe, L <sup>[4]</sup> et al. believe that educational tourism takes "learning" as a major or secondary tourism activities, without a clear purpose. This paper takes the relevant documents issued by the Ministry of Education <sup>[5]</sup> as the concept of study travel: "Study travel for primary and secondary school students is an off-campus education activities that systematically organized by the education department and schools, which combined collective travel, centralized accommodation and other forms of research learning."

On this basis, the former National Tourism Administration issued the "Study Travel Service Code"<sup>[6]</sup> industry standards. Subsequently, Hubei Province actively responded to the call of the Ministry of Education, have issued the "Hubei Province, primary and secondary school students study travel pilot implementation advice"<sup>[7]</sup> and "Hubei Province primary and secondary school students study travel pilot management measures"<sup>[8]</sup>. Wuhan Municipal Education Bureau and other 14 departments issued "on the issuance of Wuhan City to promote the national primary and secondary school study travel experimental area work implementation plan notice"<sup>[9]</sup>, put forward to deepen curriculum reform, integration of educational resources, the introduction of service norms and the construction of evaluation system as the main tasks, after which Wuhan City study travel work has been continuously promoted.

## 2 RESEARCH METHODS AND DATA SOURCES

### 2.1 Related theories

According to stakeholder theory<sup>[10]</sup>, study travel stakeholders include government, schools, students, parents, travel agencies, study travel bases and service providers, among which the government is the regulatory body to formulate macro-policy and study travel demonstration base service norms; As the organizer, the school is the decision-making and organizer of the study travel, according to the teaching content requirements to develop the study travel teaching plan; Students are the beneficiaries of study travel and the main body of study travel; Parents will pay attention to the results of student study trips and provide study travel funds; Travel agency, as the contractor, is to communicate with the school the content and requirements of study travel, integration of study travel resources and service agencies to meet the requirements of the school intermediary; The Study Travel Base is the provider of study travel venues and resources (figure 1).

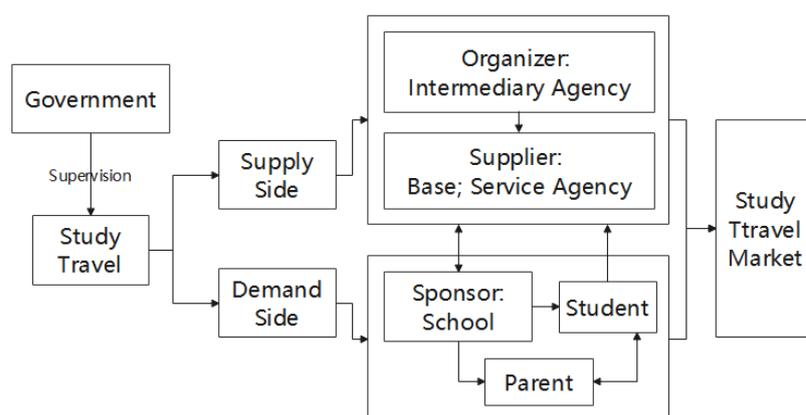


Fig. 1: Study the travel stakeholder operating model

### 2.2 Research methods and data sources

The data in this paper are based on the "Primary and Secondary School Study Travel Questionnaire", which is mainly aimed at the study travel stakeholders of primary and secondary schools in Wuhan,

contains three sub-questionnaires, namely, "Study Travel Questionnaire (functional departments)", "Study Travel Questionnaire (Education Industry)" and "Study Travel Questionnaire (students, parents)". Through clear classification, accurate stratified sampling research to ensure the confidence of the questionnaire, on this basis to find the real dilemma of the development of study travel, can be more targeted to put forward development countermeasures.

This paper evaluates the development environment of study travel by organizing and analyzing the provisions of study travel related documents issued by Hubei Province and Wuhan City. Collecting first-hand data from the questionnaire collected by regulator, supply and demand side respectively, using SPSS software to analyze the data of the questionnaire to find out the relevant factors of all parties, and comparing and analyzing with the government's requirements for study travel documents, the present situation and problems of study travel industry development. In addition, through field interviews with the study travel organization management organization, the study travel service and the study travel participants to make up for the limitations of the questionnaire.

### **3 STUDY TRAVEL DEVELOPMENT DILEMMA**

#### **3.1 At the macro level is progress but needs to be strengthened**

Wuhan City's study travel has a better basis for development and background, from 1998 to date, Wuhan primary and secondary school students "follow the textbook tour to China" theme summer camp has been held for 20 years. It explores the formation of a "government-led, professional contractor, collaborative division of labor, orderly management, district school linkage, voluntary participation, the theme of distinct, education-oriented" management model - "Wuhan model", has produced a good and broad social impact.

In May 2016, Wuhan officially became the national primary and secondary school study travel experimental area. In 2017, Wuhan Municipal Education Bureau, in conjunction with 13 municipal departments, issued the "Wuhan City to promote the national primary and secondary school study travel experimental area work implementation plan"<sup>[11]</sup> to promote the construction of the Wuhan city's national primary and secondary school study travel experimental area. In 2018, Wuhan Municipal Education Bureau proposed a solid promotion of the "three ones", namely, the preparation of a set of professional standards (the city's primary and secondary school students study travel series standards), study travel service institutions, research and study tour base (camp) and study travel tutor assessment of the service standard standards. In 2019, Wuhan Municipal Education Bureau to build the "three systems" as the focus, the first in the country to explore a professional, systematic, characteristic as one of the natural ecological study tour practices.

By analyzing the "Primary and Secondary School Study Travel Questionnaire (Functional Department)", it can be seen that the development of Wuhan was mainly concentrated 4-5 years ago, when it was listed as a pilot city for study trips. In the first 2-3 years, the pace of development of study trips slowed down, while in the last year there was a clear trend (e.g., table 1).

**Table 1: Styles available in the Word template**

Question	Options	Percentage [%]
3. The time you participated in the study trip:	I haven't been in contact with it	22.00
	Within 1 year	36.00
	2-3 years	26.00
	4-5 years	16.00

In the case of specialized departments (e.g., table 2), 60 per cent of the relevant government departments and offices do not have the leadership dedicated to study travel, no branch (section) responsible for study travel, no staff specifically responsible for study travel, and no financial support for study travel. At present, the study travel-related work of primary and secondary school students has not set up a special department, no special personnel, which indicating that the organization of study travel work has not yet been realized, and has not formed a complete system.

In general, Wuhan City, as a pilot city for study travel, has made a positive policy response, clarified the pilot school of study travel within the jurisdiction, and developed a pilot work programme for study travel. In 2020, the list of study travel bases and camps for primary and secondary school students will be made public, and the list of study travel services will be made public. However, the specific work has not been realized, according to the current study and learning travel school survey and analysis, Wuhan Primary and Secondary School study travel implementation statuesque has the following characteristics: in terms of participation, study travel pilot school participation is not high, non-pilot school participation is active, showing an "out-of-school" hot, "on-campus" cold trend.

**Table 2: Functional Department Questionnaire 14. The cultural and sports departments have carried out the following study travel work**

Options	Status	Percentage [%]
Guide the relevant venues, scenic spots, attractions to provide quality study travel services and reception	Not selected	14.00
	Selected	72.00
Guide the relevant venues, scenic spots, attractions discount tickets	Not selected	48.00
	Selected	38.00
Organize the development of design study travel routes	Not selected	30.00
	Selected	56.00
Access conditions, service standards and strict audits have been established for service units (enterprises or institutions) that conduct study travel	Not selected	46.00
	Selected	40.00
To organize regional study travel forums, resource docking	Not selected	64.00

Options	Status	Percentage [%]
and promotion activities	Selected	22.00
For the study travel involved in food safety, accommodation, catering and other public places of business for the record and regular safety inspection	Not selected	54.00
	Selected	32.00
Provide facilities and professional guidance for primary and secondary school students to study travel	Not selected	38.00
	Selected	48.00
Other work	Not selected	86.00

#### 4 AT THE MACRO LEVEL IS PROGRESS BUT NEEDS TO BE STRENGTHENED

Through the analysis of the "Primary and Secondary School Study Travel Questionnaire (Education Industry)" can be learned that in terms of cognitive level, the education administration departments showing a basic understanding of study travel-related work. And about half of the education industry practitioners has specially studied the "Opinion on the promotion of primary and secondary school students study travel". In practical implementation, about 60% of the education administrative departments jointly with the Tourism Bureau, the Bureau of Culture, Tourism and Sports, the Transport Bureau and other relevant units have set up a study travel working group, regularly held regional study travel work meetings, study travel course selection, study travel base camp qualification assessment work and other related work. 60 per cent of the regions have included primary and secondary school study trips in their teaching plans, however, the supervision and evaluation of implementation has not been fully carried out.

The level of participation of schools is reflected in the presence of a majority of full-time or part-time staff in the schools under the school in question, and the inclusion of study travel in the teaching programme. In these schools, the participating grades are basically primary and lower secondary, mainly grades 4 to 9. In terms of organizational management, most schools communicate with parents about organizing study trips and organize study travel results presentations. In terms of evaluation results, more than half of schools did not include student participation in study travel in their evaluations, nor did they include teacher-organized student study travel in their workload.

On the main issues, most school management personnel believe that the study trip products on the market need to be improved, that the biggest problem in the current study travel is "study travel curriculum immaturity", followed by "study trip line monotony", "only travel not learning" and other issues (e.g., Table 3).

**Table 3: Education Industry Questionnaire - 10. Major issues in the current study travel work**

Options	Status	Percentage [%]
The study travel routes are monotonous	Not selected	66.67
	Selected	33.33

Options	Status	Percentage [%]
The study travel courses are immature	Not selected	25.00
	Selected	75.00
The charges are higher	Not selected	83.33
	Selected	16.67
Play only and don't learn	Not selected	75.00
	Selected	25.00
Other reasons	Not selected	75.00
	Selected	25.00

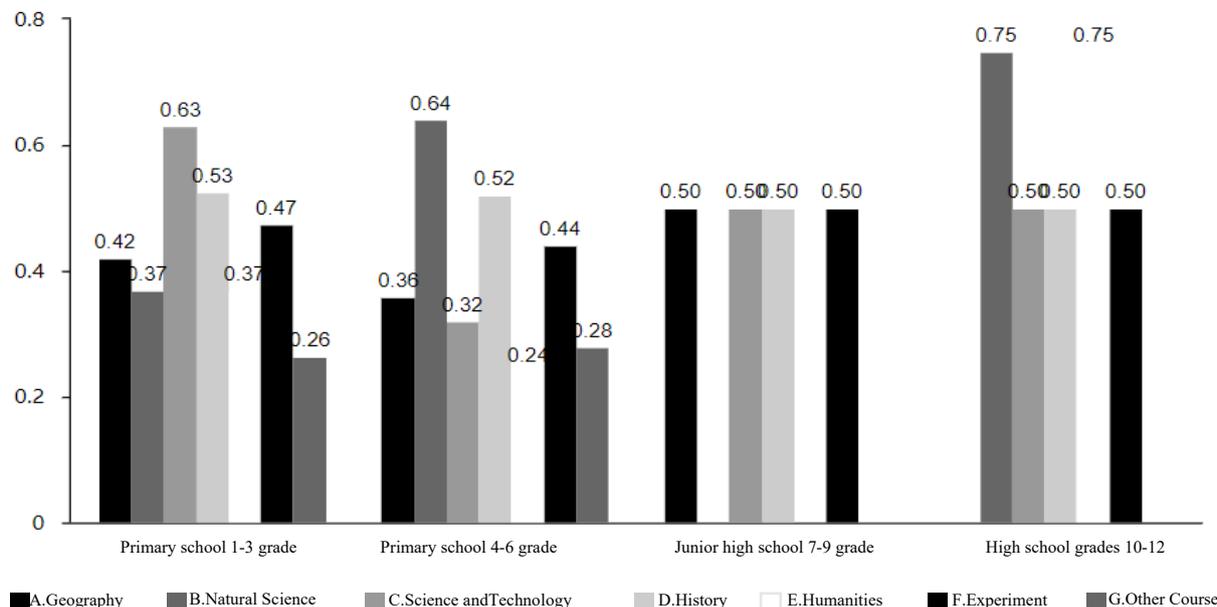
In terms of cognition, most teachers think that study travel does not affect the normal teaching progress, which is of great significance to promote the all-round development of students. To the extent of participation, most teachers lead students to participate in study travel activities, however, most teachers do not participate in the study travel activities curriculum design, travel arrangements, half of teachers have not participated in study travel-related training, of which about 20% of teachers classes do not carry out study travel activities.

Wuhan's study travel features are the theme of the school's culture, and develop a school-wide customized curriculum around the school's philosophy and culture. Such as Honglingjin international school's "Meiya footprint school-based study trip course". With the theme of "Society is the classroom, life is hiking" as the theme of study travel activities. At present, the actual activities of primary and secondary school study travel have been carried out a lot. While many schools combine some of the contents of past spring and autumn tours or comprehensive practice classes with the form of "a bottle of a variety of wine". In fact, the real-sense study travel, especially those involving group accommodation, is less frequent in Wuhan. Given the cost, time and security, most day trips are the main one-day trip. Considering the cost, time and security, Wuhan's study trips are mostly day trips.

## 5 AT THE MACRO LEVEL IS PROGRESS BUT NEEDS TO BE STRENGTHENED

Study travel course refers to the collective experiential educational practice which is designed specifically for study travel and includes the four elements of curriculum objective, curriculum content, curriculum arrangement and curriculum evaluation. In 2018, Wuhan Municipal Education Bureau issued the "Programme on the implementation of the city's primary and secondary school study travel pilot work."<sup>[12]</sup>. In order to promote the Wuhan basic education practice education paradigm and Wuhan characteristic "tourism& education" model development. The program makes full use of Wuhan's rich historical culture, revolutionary traditions, science and education, humanities and environmental resources, and takes the "Five Color Study Tour" as a pilot theme.

**Table 4: Analysis of the relevance of curriculum selection for primary and secondary school students**



Compared with the traditional classrooms, the knowledge learned in the course of study travel is often lacking in system [13]. After the correlation analysis of the curriculum selection, due to the existence of various differences such as grade, age and activity purpose, the demand for study travel content varies from subject to subject (e.g., Table 4). This requires that the market segment should be studied in product design, while highlighting the richness of the experience, leaving enough time and space for supply and demand. In the formulation of study travel objectives, strive to achieve the "learning" and "travel" of the best integration, and thus reflect the study travel products education and practice.

In addition, in the "primary and secondary school study travel questionnaire (parents, students)" reflects those parents can generally communicate through the teacher's pre-trip communication, line sharing, students after the trip sharing, the display of works to participate in the process of student study travel.

In general, the actual implementation of the current study travel activities for primary and secondary school students has been slow to advance, but through questionnaires and interviews, it can be learned that the activities that have been carried out have responded well. However, the curriculum system development is not perfect, stay in the theoretical stage, there is no complete pre-class preparation and the formation of the post-class evaluation system. Wuhan Study Travel Pilot Work Programme curriculum design mainly faces primary and junior high schools, lack of development of high school study travel courses. At the same time, the study travel course time is short, and most study travel courses are only one day. These activities are mainly visits, observations and presentations, lack of understanding of the application of students, knowledge of the situation.

## **6 STUDY TRAVEL DEVELOPMENT DILEMMA**

### **6.1 At the macro level is progress but needs to be strengthened**

The state should pay attention to the top-level design, in the policy and regulation to give strong support, guidance and supervision of study travel, in order to achieve fruitful results. Schools implement the will of the state, have the legal status and legal responsibility of education, and have the advantages of professional educational organization and strong appeal to the families of students. The experience of other countries may be useful. As Japan has amended the Rules for the Implementation of the School Education Act to include study travel in primary and lower secondary schools as a "routine activity of the school". And the school-led study travel education function has been officially recognized.

To this end, the relevant departments of the state should put forward top-level opinions, and effectively require all primary and secondary schools in Wuhan City to integrate study travel into school education and teaching plans, and promote the organic integration of study travel and school curriculum. Firstly, education departments, administrative departments, schools and study travel institutions should strengthen contact, unity thought, clear responsibilities. Secondly, the functional offices and educators of the internal management of the educational administrative department should strengthen communication and coordination, take the study trip as an important special task to achieve results, and avoid staying in the primary stage of the past spring and autumn tours.

### **6.2 The implementation is in the initial stage**

Schools should try to incorporate study travel into school-based teaching plans, research and design featured study travel courses. The biggest characteristic of study travel is the deep experience. Therefore, when designing or selecting study travel projects, schools should combine students' physical and mental characteristics, in order to achieve the role of promoting the coordinated development of adolescent health.

The school is the most suitable organizer for the study trip. In the organization of study travel activities, one is to rely on the study travel construction committee platform, mining Wuhan resources and develop study travel projects. For example, Wuhan has many universities, college study tour in the study travel project occupies a certain position. Small and medium-sized schools in order to encourage students to study well, arrange a college field trip, visit beautiful campus, eat college canteen, experience small teaching assistants, its harvest is irreplaceable in textbooks. The second is to develop study travel courses. A good travel resource, travel project, if there is no good curriculum design, can not be considered a successful study trip. Therefore, the design of the study travel course should be based on the students' existing cognitive experience, effectively combining the students' knowledge learning and hands-on operation. The project tasks in the course design should have clear objectives and requirements, so that students can complete the task, interact with nature, others, society and self-inflicted, to produce shareable results, promote self-reflection. Third, increase publicity and promotion, coalition governments, schools and enterprises, to hold study travel product promotion and other activities.

### 6.3 The market offers fewer products which needs to be optimized

All stakeholders should make full use of the huge development space in the market of study travel and further enhance diversity, in-tension and professionalism. Lack of diversity refers to the Wuhan city to choose from fewer study travel routes, study travel content and form is not rich enough, more to visit mainly, less experience activities. The lack of connotation is reflected in the more common way of students to take a surface tour, and the content of really in-depth study is less. In the professional, lack of authoritative organization, lack of professional study tour content and professional study travel tutors. At the same time, under the "double reduction" policy, the demand for edutainment travel products will rise greatly. And the size of the study travel market with family parents as the main body may be further expanded. For tourism enterprises, in order to cultivate competitive advantage in the study travel market, only continuous innovation, speed up product update iteration.

## 7 CONCLUSION

In a word, Study travel education should be put in the overall situation of national development, put on the strategic position of the overall development of education in our country, and then think about and plan." Under the leadership of the government, the study trip should be promoted under the co-education of family, school and society, so as to open up a wider space for the healthy growth of young people. Give full play to the practical function of study travel in the People of Lid-tree. Form a systematic talent training mechanism that cooperates with each other and connects with each other outside the school, and construct a large educational pattern of "full education, full education, all-round education".

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