



**STUDY TUORS IN ELEMENTARY SCHOOL IN KUNMING AND  
STRATEGIES FOR IMPROVEMENT**

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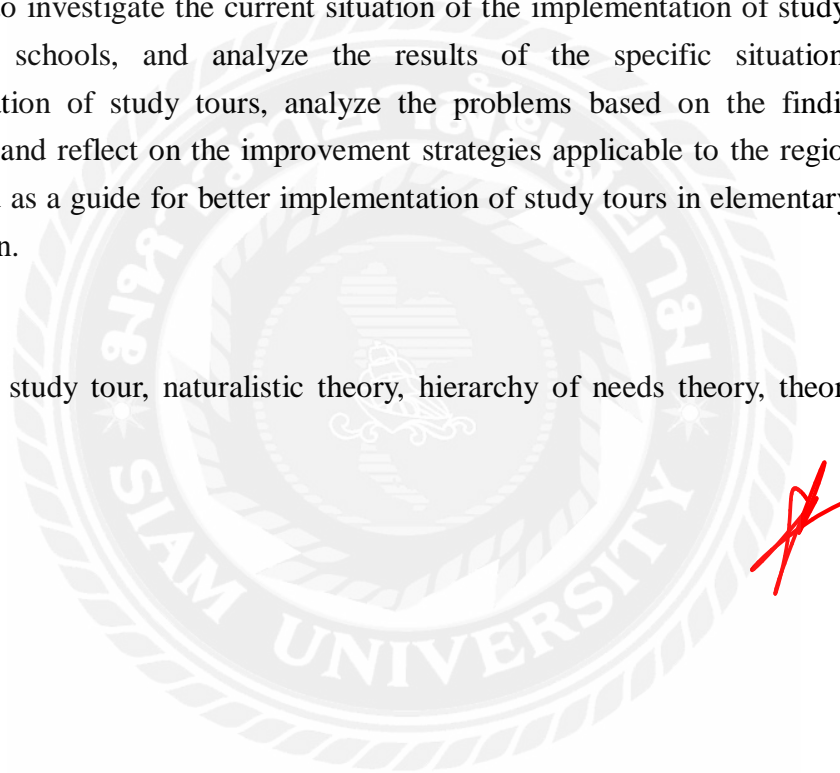
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## ABSTRACT

In 2016, the Ministry of Education and 11 departments jointly issued the Opinions on Promoting Study Tours for Primary and Secondary Schools. Study tours were officially incorporated into the education and teaching programs of primary and secondary schools, gradually entering the public eyes. In 2020, the Central Committee of the Communist Party of China and the State Council issued the Opinions on Comprehensively Strengthening Labor Education in Primary and Secondary Schools in the New Era (hereinafter referred to as "Opinions"). This accelerated the development of study tours in elementary school nationwide. Study tours break the traditional campus space and feature open space and inquiry leading to experiential learning for students, which is a new method of implementing quality education that plays an important role in enhancing students' core literacy and comprehensive abilities. From an educational point of view, study tours make use of vast social resources to expand the content of school education and supplement the shortage of family education; study tours take experience as the core, making book knowledge more practical, inquisitive, social and applied; and study tours are conducive to students' self-knowledge, understanding of the group, entering society, learning to learn and the development of their own abilities. Although study tours have been developed for six years, the implementation of study tours for elementary school in Kunming is still in the initial exploration stage, and most of the study tour products appear to be formal, emphasize travel over learning or learning over travel, overly

pursuing market interests, and insufficient educational significance, among many other chaotic phenomena. Based on this, the problems in the implementation of study tours for elementary school in Kunming were studied. Then, proposed corresponding optimization countermeasures in order to effectively promote study tours for elementary school in Kunming to play their corresponding roles. This paper adopted a combination of quantitative and qualitative research methods. It focused on four aspects: the degree of awareness of study tours, the implementation of study course programs, the specialization of study instructors, and the evaluation system. The research used a mixture of quantitative and qualitative research methods, literature research to establish arguments, questionnaires and interviews to collect and analyze data on the implementation of study tour programs in Kunming city. The study was conducted to investigate the current situation of the implementation of study tours in elementary schools, and analyze the results of the specific situation of the implementation of study tours, analyze the problems based on the findings, and summarize and reflect on the improvement strategies applicable to the region, which can be used as a guide for better implementation of study tours in elementary schools in the region.

**Keyword:** study tour, naturalistic theory, hierarchy of needs theory, theory of life education



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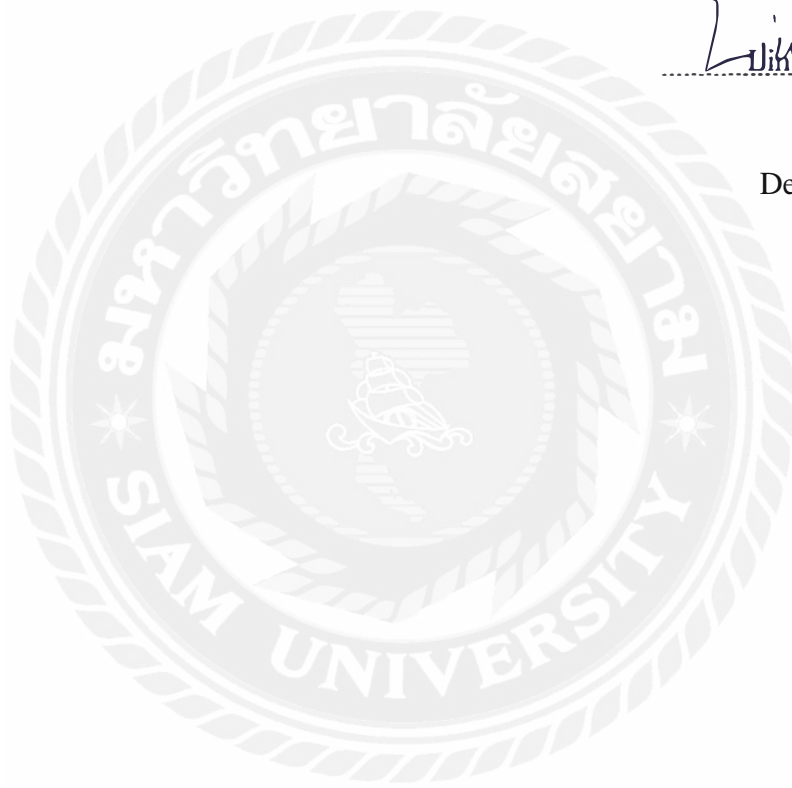
Lyu Lin  
2022

## Declaration

*I, Lin Lyu, hereby certify that the work embodied in this independent study entitled “STUDY TUORS IN ELEMENTARY SCHOOL IN KUNMING AND STRATEGIES FOR IMPROVEMENT” is result of original research and has not been submitted for a higher degree to any other university or institution.*

  
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(吕琳)

Dec. 20, 2022



# CONTENTS

ABSTRACT.....	I
ACKNOWLEDGEMENTS.....	III
Declaration.....	IV
LIST OF TABLES .....	VI
LIST OF FIGURES .....	VII
1. Introduction.....	1
1.1 Research background.....	1
1.2 Research problems .....	1
1.3 Object of study .....	2
1.4 Significance of the study.....	2
1.5 Scope of the study .....	3
2 Literature Review.....	3
2.1 Naturalistic Theory .....	3
2.2 Hierarchy of Needs Theory .....	4
2.3 Theory of Life Education.....	4
2.4 Tourism Planning and Development Theory .....	4
2.5 Study Tour.....	5
3 Research Methodology .....	6
3.1 Introduction.....	6
3.2 Hypothesis.....	7
3.3 Data Collection .....	7
3.4 Confidence and validity analysis .....	7
4. Finding and Conclusion .....	8
4.1 Finding .....	8
4.2 Conclusion .....	11
5. Recommendation .....	12
References.....	15

## LIST OF TABLES

Table 3.1 Confidence validity analysis table

Table 4.1 Methodology for evaluating study tour subjects (using Five Cities Elementary School as an example)





## LIST OF FIGURES

Figure 4.1 Parents' perceptions of study tours for elementary school students

Figure 4.2 Study Tour Theme Survey

Figure 4.3 Survey of Study Tour Implementers



# **1. Introduction**

## **1.1 Research background**

With the rapid economic development of today's society, people's living standard has been greatly improved, and people are not only pursuing material affluence, but also spiritual affluence. Therefore, the consumption in the spiritual aspect has increased greatly, mainly in quality education, leisure and entertainment. The study tour is formally in the spiritual aspect of food, with the increase in consumption levels, so it was born and continues to develop. As parents pay more and more attention to their children's education, the traditional teaching methods have many drawbacks and can no longer meet the needs of children's all-round development, so the demand for study tours is growing, making it a hot spot (Bai & Wang, 2017). Study tour is a new type of education that organically combines research study and tourism, and is a characteristic integrated practical course for the purpose of nurturing people (Teng and Tao, 2015). Study tour is an educational activity mainly for young people to improve their skills and knowledge in the process of travel (Ding, 2014). Since November 30, 2016, when China's Ministry of Education and China's National Development and Reform Commission included study and research into the primary and secondary education teaching program, this teaching program has been vigorously promoted and implemented throughout in China. And study and research has become a hot topic in the education and tourism sectors (Ministry of Education, 2016). According to the data, the number of primary and secondary schools in China now reaches 349,000, and the number of primary and secondary students has reached 265,602,500. According to the document, the minimum subsidy of 800 yuan (600 yuan for prefecture-level cities) for each year of study for poor students, the total market of study in China is nearly 200 billion. The study travel market is considered one of the ten most important areas of future tourism investment, and study has become a major trend. However, the current stage of the study market is relatively confusing, and without systematic analysis and calibration, it is difficult for practitioners to grasp the core of the market and develop it effectively, so it is of strong practical significance to conduct research on the current situation of the study market (Zhan & Xiao, 2019).

## **1.2 Research problems**

Study tours are in their infancy, and there are opportunities and challenges in the process of development. The main problems lie in the small number of cognitive groups, imperfect relevant mechanisms, and the lack of good third-party service

organizations (Ding & Yang, 2010). Study tour is a new industry in recent years, the current awareness is not enough, only to expand the emerging industries and new products can greatly promote the development of the industry (Wang, 2019).

Hao Jie pointed out that the study has a strong educational significance for primary and secondary school students, but the study products on the market now still confuse the traditional spring and autumn tour products, the nature of play is strong, the learning effect is not good (Hao, 2018). Therefore, it can be said that study tours are tourism products with learning nature. As a practical activity, there must be a guide for the implementation of the activity. Study instructors are different from tour guides and teachers, and are a combination of the two. Just as a tour guide is the key implementer for the successful completion of a tour, a professional study instructor is indispensable for the high quality completion of a study tour (Zhao, Guan & Jia, 2015). In practical course activities, there is a part that is essential, and that is the evaluation and feedback of the participants and the activities, and the study tour activities are no exception. In practical course activities, there is a part that is essential, and that is the evaluation and feedback of the participants and the activities, and the study tour activities are no exception (Yan, 2018). I strongly agree with this.

Therefore how to better develop the market of study tours, how to improve the comprehensive capacity of study tour agencies and promote cooperation with schools are the main issues.

### **1.3 Object of study**

The objective of this study is to better promote the development of the study tour industry on a theoretical basis by investigating and studying parents, school teachers and study institutions, respectively, and understanding the current development status of elementary school tours, summarizing and analyzing the current situation, and proposing improvements to the problems that arise.

1. Effectively popularize the awareness of study tours for elementary school.
2. Enrich the study tour curriculum products that meet the learning needs of primary school-aged students.
3. Improve the standardized training and management of study tour instructors.
4. Establish a scientific and sound evaluation system.

### **1.4 Significance of the study**

All tourism has an educational function (Smith & Jenne, 1997). Effective tourism can educate in a different way. In addition, educational travel can be a useful

supplement to current schooling, allowing young students to experience a foreign place or culture at a critical time in their development (Tian & Wu, 2014).

Exploration and rational thinking about this course of elementary school excursions in Kunming can help analyze the value characteristics of this course at the theoretical level in stages, thus promoting further enrichment of the elementary school excursion course at the theoretical level and enhancing the accuracy and effectiveness of its implementation and promotion; it can further enrich and improve the relevant aspects of the theme design, course objectives and implementation process of elementary school excursions; further strengthen the local characteristics content and The integration of study tour design provides diversified directions for the learning of elementary school study tours; systematic safety and security measures can be further studied to guarantee the smooth implementation of study tours; a scientific and perfect evaluation system for study tours ensures the quality of study tours. A cross-border integration mechanism is established to promote the integration of tourism industry and education industry, to promote the development of study tours, and to provide optimization suggestions and effective strategies for study tour agencies in order to strengthen the market competitiveness of study tour agencies (Du, 2017).

## **1.5 Scope of the study**

This paper focuses on the current situation of school trip activities in elementary school in Kunming, summarizes four problems in the development of elementary school trip activities through the analysis of survey data and proposes solutions and improvement strategies.

## **2 Literature Review**

### **2.1 Naturalistic Theory**

Naturalistic education is distinguished by its adherence to the laws of nature. Comenius, the founder of naturalistic education, believed that students' growth process has its natural growth law just like the growth process of plants and animals, and that the way for students to acquire knowledge and master knowledge is to participate in practice (Ren, 2006). Liu Yonghui advocates that educated people should go into nature, learn knowledge in the natural environment, and improve their abilities in the process of practice. This education concept of following nature is an important theoretical support and practice guideline for the implementation and promotion of study tours (Liu, 2011).

## **2.2 Hierarchy of Needs Theory**

Lu Qingxiang said that Maslow's hierarchy of needs includes cognitive, aesthetic, creative, and potential needs. For people, conventional education and educational content can no longer meet their needs, and study tours are emerging as a new educational activity that is attracting the attention of education providers and becoming a new educational need for educated people. The rise of study tours is a reflection of people's need for the highest level of education (Lu & Cheng, 2017). Zhong Xiaopeng pointed out that the product development of study tours must follow the needs of the market customers (Zhong, 2018).

## **2.3 Theory of Life Education**

According to Dewey, education for life has a wide scope, which means that everything that occurs in life can become the content of education, and the ultimate purpose of education is to live, and the way of living determines the way of education. The ultimate goal of education is to live, and the way of life determines the way of education. Life can be a sample of education, and only by integrating life into educational activities can students develop their creative thinking skills and improve their knowledge of life (Wang, 1990). Tao Xingzhi advocates the essence of life education, which is different from other school education. First of all, traditional education requires students to study carefully in the classroom so as to accomplish educational goals, while life education requires students to experience learning in life (Tao, 2008).

## **2.4 Tourism Planning and Development Theory**

Wang Yuming believes that tourism planning is a systematic and strategic decision to grasp or plan the actions of people in the region for a period of time in the future with the goal of their own tourism development needs and expectations or basic value orientation (Wang, 2002). The study of tourism planning and development design includes three main sections: economic, environmental and humanistic, as well as the central part of planning. The three main segments of economy, environment and humanities respectively study the benefits of human interaction in the process of tourism services; the organization of spatial environmental behavior of tourists and tourism space with scientific basis; and the establishment of spiritual goals or role models of life or social ideals to stimulate the wisdom, values, righteousness and creativity of tourists. The Planning Bureau, on the other hand, is a unified integration

of the three major segments: economic, environmental and humanistic, in order to improve the scientific and rational nature of tourism (Wu, 2000).

## **2.5 Study Tour**

Study tour is a combination of research, learning and travel together in the learning process, and travel as an external form, research as a way of learning to promote the implementation of quality education and the effective way to combine school education with out-of-school education (Du, 2014). Educational tourism is defined in a broad and narrow sense; in the broad sense, educational tourism is a form of special tourism as a sightseeing activity on the educational implementation link, and in the narrow sense, educational tourism is a trip for tourists to improve their education and be inspired (Piao, 2001). In British, between the 16th and 18th centuries, a form of learning through travel for educational purposes became a way to be noticed by the upper class people in Europe, and such a trip was called Continental Tour (Grand Tour) (Xu, 2015). The British Grand Tour, the American summer (winter) camps, the French study tour camps and the Japanese study tours are the most worthy of reference and reference. Its research content is richer, countries according to their own historical and cultural traditions, geographical features and national development, in the advocacy and practice while cultivating and developing the study tours with their own characteristics. The term summer (winter) camp first originated in the United States in 1861, when Frederick Gunn, an American teacher, led his students on a two-week outdoor program of hiking and health trips to achieve good physical and mental health development, which is generally considered to be the origin of summer camp (Zhang, 2014). France has a complete safety and life management system in place for overnight study trips where minors are not in the care of their guardians, and the reception centers are required to provide special rest and isolation places for patients in case of discomfort. In terms of professional qualifications, more than 50% of the camp staff must be professionally certified (Pasquier & Narguizian, 2006). These four countries have developed educational tourism earlier and better, providing practical experience for study tours. Sun Jingrong defines educational tourism as an educational activity in which knowledge, skills and tourism are organically combined, and tourists improve their knowledge and skills, with education as the main purpose and educational tourism resources as the educational content, and their overall planning and design (Sun, 2010). Chen Jinghui believe that educational tourism activities are beneficial to the quality improvement and ability development of young students, and are a proven form of quality education that should be strongly promoted, and that tourism and quality education should be truly integrated organically and

formally into the education process (Chen & Cheng 2002). In terms of research content research trips have a complete educational content, so the entire activity process has an educational purpose, but also expands the physical scope of learning (Bai, Tian, & Zhu, 2014). The purpose of research trips focuses on research and learning, a practical inquiry that requires substantial research content. Therefore, research trips and comprehensive practical activities are considered in an integrated manner belonging to the mandatory curriculum, with the characteristics of the curriculum needs to present the curriculum system. From the perspective of the learning environment, comprehensive practical activities do not have clear regulations on the location of activities. In contrast, the learning place of the study tour needs to be out of the classroom, which organically combines travel and learning. The study tour is a study tour that combines travel and learning (Yin, 2009). Japanese study tours are called study tours, which are considered as a way for schools to organize students to leave their original residence for a short period of time to go to other regions or even other countries, and to experience the differences in living and learning environments in different places through group excursions and group accommodation, in order to broaden participants' horizons, learn about the traditional cultures of different places, enhance students' cultural heritage, and exercise participants' ability to identify problems and apply their knowledge to analyze and deal with practical problems (Zhang, 2018). These four countries are by far the most representative of study tours.

### **3 Research Methodology**

#### **3.1 Introduction**

This paper uses a mixed research approach. In this paper, a theory-based qualitative study is used to expand the thinking of the study by using the textual meanings and set ranges to supplement the meaning of the numbers. The collection of numbers in quantitative research is then taken to improve the precision of the theoretical text. The hybrid research method enables a broader and deeper application of the theoretical foundation to this study. In this paper, for example, the central point of view of this research is research travel, and the qualitative study of the underlying theory clearly articulates the concept, mode, and scope of application of research travel learning, and proposes hypotheses based on the main body of this paper. Questionnaires and data collection and analysis are quantitative research methods, and then the collected research data will be accurately analyzed to verify previous hypotheses and show where the problems lie, and solutions can be proposed based on the data. The specific methods are as follows:

1. Literature research was conducted by reviewing data on the topic of research

trips. Propose four hypotheses based on theory.

2. Designing questionnaires and interview questionnaires for the hypothetical questions. Distribute questionnaires and conduct sample interviews, collect data by returning the questionnaires, and analyze the collected data.

3. Validate the hypotheses based on the analysis results, compare the content of the proposed hypotheses with the actual survey results, summarize the findings and problems, and propose feasible optimization suggestions.

### **3.2 Hypothesis**

H1. The popularity and depth of knowledge of study tours can influence schools to increase their efforts to conduct study tours.

H2. The effective setting of the study tour program can help students to learn and master knowledge directly and quickly and be able to apply it in practice.

H3. The professionalism of study instructors has no influence on the smooth implementation of study tours.

H4. A well-developed evaluation system provides fair and scientific assessment of students' study tours and provides research information for schools as well as study tour agencies (including travel agencies).

### **3.3 Data Collection**

The survey instrument used in this paper is the "Survey Questionnaire on the Current Situation of Study Tours for Grades 4-6 in Primary Schools in Kunming", which is based on a revised version. The questionnaire was selected from the parents of students in grades 4-6 in eight elementary schools in Kunming, and the survey was conducted in four dimensions. 1009 questionnaires were distributed, 978 questionnaires were returned, and 896 questionnaires were valid, with a return rate of 96.9% and an effective rate of 91.08%, which is in line with the validity principle of statistical processing. Because of the evaluation involved, all questionnaires were filled out anonymously in order to ensure the objectivity of the questionnaires and to reduce respondents' concerns, and all questionnaires were issued and collected directly, without going through schools and third-party companies.

### **3.4 Confidence and validity analysis**

"The validity analysis of the questionnaire on the current status of the study tour for grades 4-6 in elementary school in Kunming. The KMO statistic is used to test the



bias correlation between variables, and its value varies from 0 to 1. The closer the KMO value is to 1, the stronger the correlation between variables and the more suitable for factor analysis; the KMO value is close to 0, indicating that the observed variables are not suitable for factor analysis. In this study, the reliability analysis of the questionnaire on the demand for study tours of primary and secondary school students in Kunming is mainly to do the reliability analysis of statistical information, as shown in the table Cronbach's Alpha coefficient is 0.713, which is greater than 0.7, indicating that the reliability of the scale is acceptable, but some items should be discarded or made to be revised.

Table 3.1 Confidence validity analysis table

Cronbach 's Alpha	number of projects
0.713	14

## 4. Finding and Conclusion

### 4.1 Finding

#### 1. Awareness of study tours.

Parents' knowledge and understanding of study tours 56.64% of parents said they did not know much about study tours, 17.01% did not know, only 21.84% knew about study tours, and 4.5% understood completely.

The survey data also showed that 64.75% of parents' access to information about study tours came from knowledge dissemination in schools, 36.51% of parents obtained study tour information through the publicity of travel agencies or educational institutions, 17.46% of parents were introduced by friends, and 17.39% of parents obtained study tour information through other channels. Among the students who have participated in and are considering participating in study tours, 38.2% have participated in one study tour, 14.82% have participated in two, and only 12.94% have participated in more than three. At this stage, 68.32% of students have not participated in study tours, only 18.78% of students have participated, and 12.9% of parents are considering having their children participate.

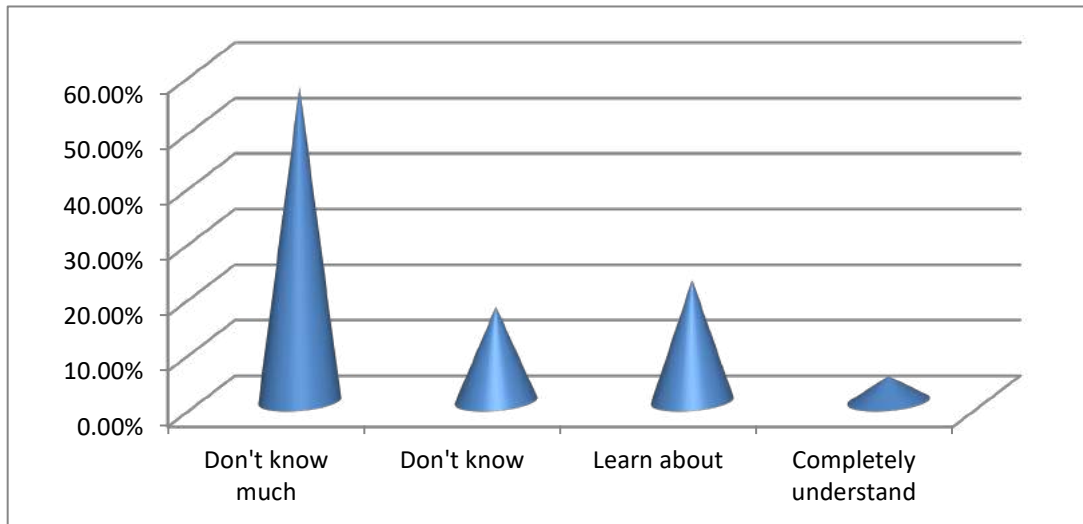


Figure 4.1 Parents' perceptions of research trips for elementary school students.

## 2. Survey of Study Tour Courses.

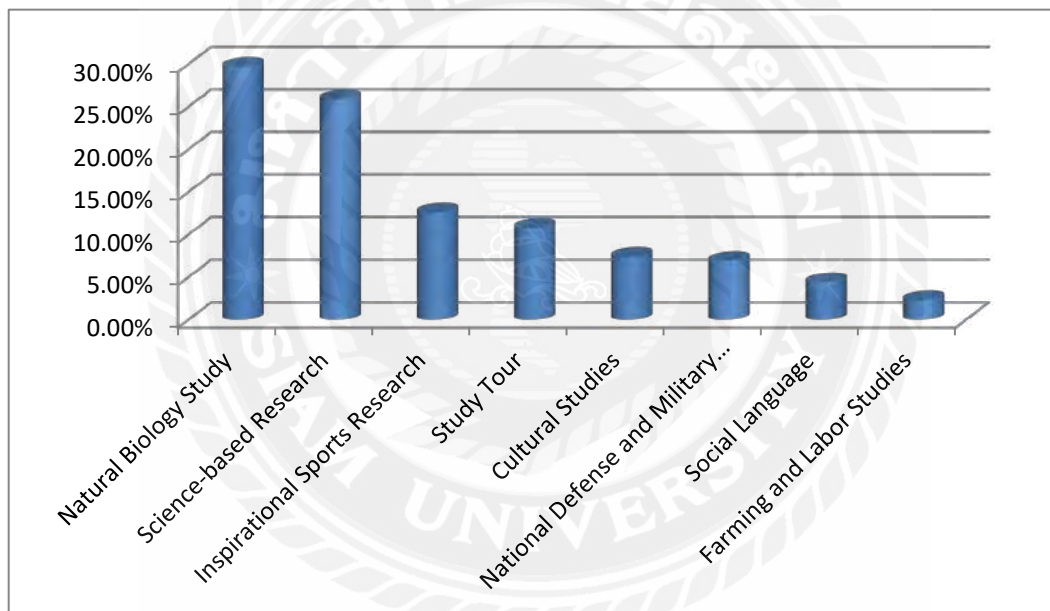


Figure 4.2 Study Tour Theme Survey

The chart data show that the largest number of students were studying natural biology, accounting for 29.7%, followed by 25.9% of students studying science and popularization, 12.6% of students studying sports and inspiration, 10.8% of students studying expeditions, 7.4% of students studying culture, 6.9% of students studying national defense and military, 4.4% of students studying social and language, and 2.3% of students studying agriculture and labor. The survey results show that the majority of students like to study the theme of agriculture and labor.

On the choice of study courses 85.29% of parents tend to choose hands-on study courses for their children, 49.73% of parents tend to choose knowledge lecture courses, 38.69% of parents tend to browse visit courses, and 36.11% of parents tend to

activity and entertainment courses. 52.2% of parents think that the existing study courses are monotonous and cannot increase students' interest in study, 37.82% of parents think that the time allocation between tour and study is unreasonable, 36% of parents think that the promotion of study products does not match the reality, 35.84% of parents think that the attractiveness of study products is not enough, and 27.66% of parents think that the price of study products is unreasonable.

3. The quality and ability of study instructors. Survey data show that school teachers are the main ones who are currently taking on the job of study tour instructors.

The data source of the figure adopts the interview mode, and the survey is conducted on school leaders, teachers, heads of study bases and parents. The chart shows that 46% of the current study instructors serving in study tours are classroom teachers, 20% are study institution instructors, 16% are classroom teachers, 15% are teachers from other institutions, and 3% are school administrators.

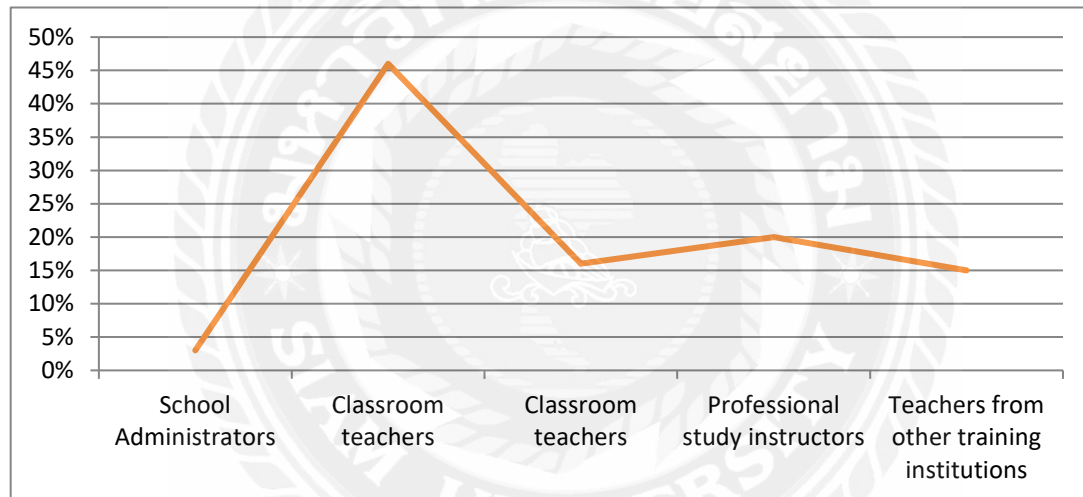


Figure 4.3 Study Tour Implementation Staff Survey

4. Evaluation system after the completion of the study tour.

The survey data show that most of the current evaluations of elementary school students after the study trip come from homework and teacher evaluations.

Table3.2Evaluation methods of subjects of study tours (Taking Wucheng Elementary School as an example)

Question	Options	Number of people	Percentage
The subject of evaluation of the school	Teacher	365	78.24%
	Students themselves	71	15.60%
	Teachers, students, parents	28	6.15%
How your school is evaluated	Verbal evaluation	342	75.16%
	Results display evaluation	108	23.83%
	Homework evaluation	384	84.39%
	Student peer review	13	2.85%

The data is to take Kunming Wucheng Primary School as an example, the schools currently take custom evaluations, by the teacher as the subject of evaluation alone accounted for 78.24% of the evaluation results, in the student group evaluation, the evaluation of homework accounted for 84.39% of the evaluation results.

## 4.2 Conclusion

According to the data analysis of the survey results, the summary is as follows.

1, The study tour information market dissemination degree and popularity rate is low, need to be developed in depth.

At this stage, there are still many products in China's study market is the traditional spring and autumn tours rebranded as study tours, there is no in-depth interpretation and promotion of the meaning of study, and parents have a low degree of awareness and understanding of study tours. Study tours as a hot topic are being promoted and implemented all over the country, but at this stage most students still have not participated in study tours, and among the few students who have participated in study tours, most of their study experiences are only 1 time. Therefore, the current market penetration rate of study tours in China is low, the policy implementation is not enough, the market still needs further in-depth development (Zhang, 2019).

2. The research course program is ambiguous.

The study course is not interesting enough to raise students' interest; the course design is general, not designed according to the interests and acceptability of small students, not attractive enough; tour and learning time allocation is unreasonable, and its unreasonable into two situations: one is to retain the traditional characteristics of spring and autumn tours, focusing on play and ignoring the importance of "learning", students in the Study process gain is not much; second is shaped like a "mobile classroom", focusing on knowledge transfer, boring, and even make students resist the psychology of study; the actual and publicity does not match (Ding, 2014).

### 3. Lack of professionalism of study instructors.

Study tour is a product of combining quality education and tourism, which is necessarily student-oriented and has the characteristics of learning, inquiry, experience and openness. The increased randomness of study tour activities has put forward higher requirements on the professionalism of study tour instructors (Liang, 2018). There is a shortage of professionally educated study instructors.

4. The assessment and evaluation system is not sound, and study tours are prone to be formal.

Study tour to study as the main theme, to travel as a carrier. Although the study tour into the teaching program, but the current national education authorities and schools for the study tour assessment and evaluation system is incomplete and unsound, assessment and evaluation of implementation is not standardized, coupled with the lack of professional teachers in various schools and other aspects of the constraints of the conditions, prone to study tour course objectives are not clear, theme selection is not clear, the form of operation is not standardized, resulting in the lack of student learning initiative and enthusiasm and other problems In addition, the study process and the end of the assessment of the study is not systematic and unscientific or even not pay attention to, so that this activity is a formality, the phenomenon of "travel but not learning", "learning but not research" (Zhang, 2018).

## 5. Recommendation

According to the research summary, I make the following suggestions.

1. Deepen the cognition of the connotation of study tours. Broaden the publicity channels of study tours and clarify the value positioning of study tours.

Strengthen the study of research, in-depth interpretation of the meaning of study, and promote through a variety of online communication methods, while in newspapers, school journals, travel agencies publicity and other offline channels to spread, but also with other industries to jointly promote study, enhance the dissemination of study information market (Wang, 2016). Society and parents raise awareness of study tours. Through the government education department to develop sound regulations and

policies for study tours, tourism enterprises and the education department to provide safer travel products and increase the safety of students in study tours, society and parents need to raise awareness of study tours and actively participate in the activity of study tours (Zhou, 2018). Therefore a wide knowledge of the market and products is the basis for promoting the development of the study tour industry.

2. Pay attention to the construction of study courses, combine with market demand and provide diversified products.

Finely differentiate the design of study products according to the interests and acceptability of elementary school students. Reasonable allocation of study tour and learning time, combined with the knowledge of social hotspots and scientific and cultural knowledge, teaching in the form of activities to improve the fun and attractiveness of the study, really play and learn to play (Yang & Wang, 2019). Therefore, to study the organizers of the study course design should emphasize the combination of cultural learning and hands-on practice, the development of different types of course combinations, and differential pricing for different products, the introduction of cost-effective study products, increase the development of comprehensive practice classes and study bases with specific cultural connotations, to provide the market with multiple choices. The current system of professional research institutions in research course design, organization and management, safety precautions and other aspects is more complete, so schools should encourage parents to choose professional research institutions as organizers (Zhang, Chen & Luo, 2017). Therefore, diversified study courses are the core of competition for study institutions.

3. Qualifications of study tour instructors are professional.

The key role of study tour instructors is that they are closely connected with students, and their practical work is related to the smooth running of study tours. Therefore, to improve the quality of study tours, it is necessary to pay attention to the construction of the education team. After the introduction of study tour instructors, camps and service specifications, the professional requirements of products and personnel need to be further strengthened. The establishment of cross-border integration mechanisms to promote the integration of the tourism industry and education industry; strengthen personnel training, the need for strict background checks and professional knowledge assessment of study instructors and other staff before they are allowed on board the comprehensive quality of the teacher team is the most important factor in the study tour activities (Liang, 2018). This shows that a professional pool of study instructors is a guarantee for the development of study tours.

4. Gradually establish a sound assessment and evaluation system, and build a diversified evaluation body and evaluation methods.

Evaluation is the summary of a study tour activity, the information basis for improving and perfecting the tour activity, and the guarantee to ensure the effective implementation of the guarantee mechanism of the tour activity. The evaluation results will be gradually incorporated into the students' credit management system and students' comprehensive quality evaluation system (Miao, 2007). It is important to improve the research system to ensure sustainable research development. Therefore, evaluation standards and evaluation methods are the basis of the evaluation system. To clarify the evaluation criteria and evaluation content of the study tour, the evaluation system should cover the rationality of the structure of the study tour course and task objectives, the sub-item and comprehensive evaluation of the students' completion of the study tour, and the learning evaluation (Xia, 2017). It is recommended to conduct scientific research and establish a supervision system to effectively monitor the theme, steps, methods, implementation and effects of the whole process of study tours, analyze the various difficulties and problems encountered in study tours, target them, and then develop effective improvement measures (Li, 2017). Therefore, a scientific and perfect evaluation system can provide improvement measures for the structure of study tours and better serve the study tour market.

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