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A Study in Shanghai outbound study tour market

Mengjing Xu

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**A Study in Shanghai outbound study tour
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Mengjing Xu
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Mengjing Xu

A Study in Shanghai outbound study tour market

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The thesis idea comes from a specific untapped and narrow opening in tourism market. The aim of this thesis is to have a further understanding of the present situation in study tour market, as well as developing business opportunity for author's future business.

In this thesis, reader will be introduced to all key concepts related to the thesis's topic, getting access to the results about feasibility of the idea. Then we will acknowledge what else we can develop to promote educational tourism. It makes an objective evaluation and analysis for study tour market in Shanghai and puts forward some reasonable countermeasures and suggestions to guide related fields to develop continuously.

Educational tourism and socialization theory, these two theories frame the theoretical background. Practical implementation contains qualitative research, questionnaire and observation. Through the investigation towards study tour among teenagers in Shanghai, along with their parents' attitude, we can have a further understanding of the present situation in study tour market.

The outcomes of this thesis are that there is no accurate product positioning in the study tour market; not enough fulfillment in the marketing; lack of policies and guidelines; tour agency's dereliction of duty; different values in study tour. Among all the outcomes listed, this thesis proposes to establish a sound outbound study management standard: improve the relevant policies for study tours and strengthen market supervision; optimize project portfolio, innovate service model; combine learning with travel to develop marketable products; dividing the level of consumption, rationally arranging the price to increase the quality control of the study tour; product design highlights educational functions; strengthen the emphasis on safety issues; strengthen exchanges and cooperation between schools and travel agencies; change the concept of study tours for parents and young people; strengthen the marketing and publicity of tour products.

In the future work and study, I will continue to pay attention to the development of the problem of the development of the travel market in Shanghai

Keywords: Study tour, educational tourism, socialization theory, marketing

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1 Introduction

With the rapid development and expansion of Chinese tourism industry, as well as wide popularization and promotion of European and especially Nordic countries by Chinese tourist agencies (and other companies), Finland is transforming into what many people call “a bridge between Europe and China”. Number of Chinese tourists has increased drastically over the recent years and Helsinki metropolitan has become a major hub for traffic from Asia and arguably the fastest route to Europe for Asian travelers. Finland’s growing appeal and enormous potential for the future expansion are creating many new business opportunities for domestic and international companies. Opportunities that many beginning entrepreneurs like the author are trying to seize. (YLE Uutiset 2017.)

The thesis idea comes from a specific untapped and narrow opening in tourism market, which is to provide a study tour. A study tour provides a group of students with the opportunity to travel overseas and study in a new environment for knowledge. It will put emphasis on Finland’s education in the tour. According to the report released by Tuniu.com in June, 73 percent of their participants in 2016 were middle school students, 11 percent primary school students and only 3 percent college students. (XINHUANET 2017.) Therefore, the target customers will be group of students at each level who is interested into studying abroad in the future or who just wants to spend their spare time to somewhere new.

The objectives of this thesis is to have a further understanding of the present situation in study tour market. In this thesis, reader will be introduced to all key concepts of educational tourism, getting access to the results about feasibility of the idea. Then we will acknowledge whatelse we can develop to promote educational tourism. It makes an objective evaluation and analysis for study tour market in Shanghai and puts forward some reasonable countermeasures and suggestions to guide related fields to develop continuously. As a result, it can enrich the theoretical support related to tourism market for young people in Shanghai, and promote the comprehensive development of outbound travel market. Ultimately this thesis is the inception of the authors own company and might fill a vacancy in Finnish educational tourism.

This thesis revolves around two part, which is theoretical background and practical implementation. Educational tourism and socialization theory, these two theories frame the theoretical background. Practical implementation contains qualitative research, questionnaire and observation. Through the investigation of motivation and willingness towards study tour among teenagers in Shanghai, along with their parents’ attitude, we can have a further understanding of the present situation in study tour market.

As this study is relatively novel and there are no academic achievements that can be directly referenced. The questionnaire of quantitative research is mainly discussed and developed by the author and the travel agency. At the same time, it can say that the questionnaire has a higher reliability and validity considering the suggestions given by relevant travel agency and middle & primary schools in Shanghai, as well as staffs in tourism department.

2 Theoretical background

In chapter 2, Educational tourism and socialization theory are discussed. Not only is innovation pervasive in tourism, but there is also a need to understand this in terms of how tourism is situated in relation to broader economic, social and political changes (Hall et al. 2008, 3). That's why we bring the educational tourism and socialization theory together.

2.1 Educational tourism

Tourism is now a global industry involving hundreds of millions of people in international as well as domestic travel each year (Mason 2008, 4). In this section, reader will get to know the fundamental connotation of educational tourism and its origin, along with why we need to accelerate the innovation of tourism products as well as how the innovation meets customers' demand nowadays, additionally the general background in Finland's travelling business.

It is not too long ago that education and interpretation programmes were treated as secondary were areas. This was due largely to park funding schemes which more centralised and which appeared to be less oriented, due to shrinking budgets. However, new funding schemes based on the implementation of 'user pays tiered pricing systems for locals, international visitors and tourist operators, for example, recognise that, as a form of revenue, ecotourists have tremendous potential to pay for many park operating costs. (Ritchie 2003, 41.)

As a matter of fact, the tourism industry is rapidly growing. With an increase in demand for 'active' vacations and a growing interest in the environment, health and fitness comes increasing pressure on natural resources by tourists and recreationalists alike. There are a number of methods which can be used to manage the educational tourism experience so that the resource is protected and visitor experiences are not compromised. (Ritchie 2003, 51.) Figure 1 tells that how conceptualising tourism's approach interacts with education and tourism.

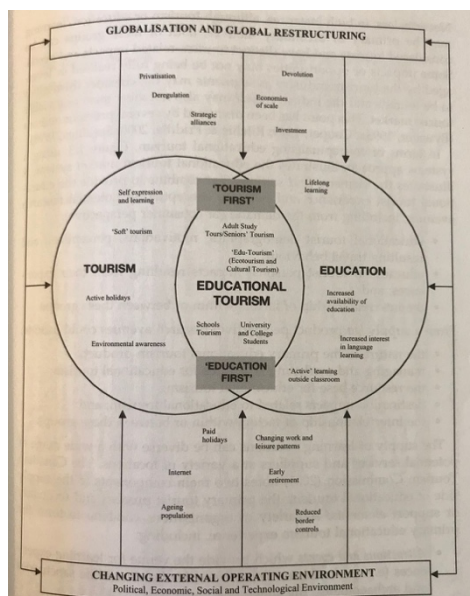


Figure 1: Conceptualising educational tourism: a segmentation approach

2.1.1 Connotation of educational tourism and its origin

A key assumption that Brent W. Ritchie defines, educational tourism is tourist activity undertaken by those who are undertaking an overnight vocation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip. This can include general educational tourism and adult study tours, international and domestic university and school students' travel, including language schools, school excursions and exchange programmed. Educational tourism can be independently or formally organized and can be undertaken in a variety of natural or humanmade settings. (Ritchie 2003, 18.)

It follows that study tour where students go to a new place to visit but learning is the primary in their trip. During the period of visiting, students will gain language skills and varieties of experiences and improve all aspects of their abilities. The ultimate aim is to promote their general developments. These cultural teaching activities, which is study tour, make up the shortcomings of classroom teaching by integrating study and travel.

Study tour is not a new concept, regardless of the situation in educational tourism nowadays. Travelling in order to persue either educational qualification or intellectual enquiry has already been in the market for centries. According to French et al. (2000, 15), the Grand Tour is a long-standing British cultural phenomenon that flourished in the 17th and 19th centuries.

The main psrticipnts are the aristocracy of the upper classes or young noble. The content of traveling includes studying foreign languages, history, culture and etiquette, investigating social conditions and political systems, and collecting cultural treasures. The experience during

the journey helps to improve the personal quality and broaden their vision. During the Grand tour in spite of all incidents and bad reputation, the achievements of Grand Tour should be affirmed. It affects Britishes to view rationally and absorb foreign cultures reasonably.

The spatial patterns of the Grand Tour passed through 2 stages: from a quest for a formal acquisition of practical training and social skills at specific educational centres to a broader and more informal social cultural education that was best attained at the mian courts and social and artistic centres in Europe. (Towner 1996, 115.) The tour itself was quite inspring but the cost was not effective as well as participants changed over time from the upper class later to the general public.

2.1.2 Tourism Innovation

Seeing tourists as both generators and customers are two aspects of innovation, which is tourists are innovators as well as consumption sources affect innovation by tourist agencies. Tourists are dynamic social actors, interpreting and embodying experience, whilst also creating meaning and new realities through their actions (Selby 2004, 191).

Tourism is increasingly characterized by changes in markets and cosumer preferences, in drives for competitiveness, in technology, in the organization of factors of production As Cooper (2006, 129) argues especially new sources of workers, and new forms of investment. We can see that tourism products are constantl being modified so as to keep the pace of the market.

The main problem of young people studying abroad in the Shanghai market is that their product positioning is not clear, and publicity and promotion are not in place. Competitiveness has many different determinants, as Porter noted. One of these is the conditions relating to the factors of production and, in essence, this is about productivity. (Hall 2008, 40.)

In summary, then, innovation lies at the heart of it is not sufficient in itself to guarantee this, whether for individual firms or tourism destinations. Tourism firms need to address productivity levels traditionally considered to be relatively low in much of the industry via innovation. (Hall 2008, 44.) Figure 2 tells that how competitiveness motivates innovation.

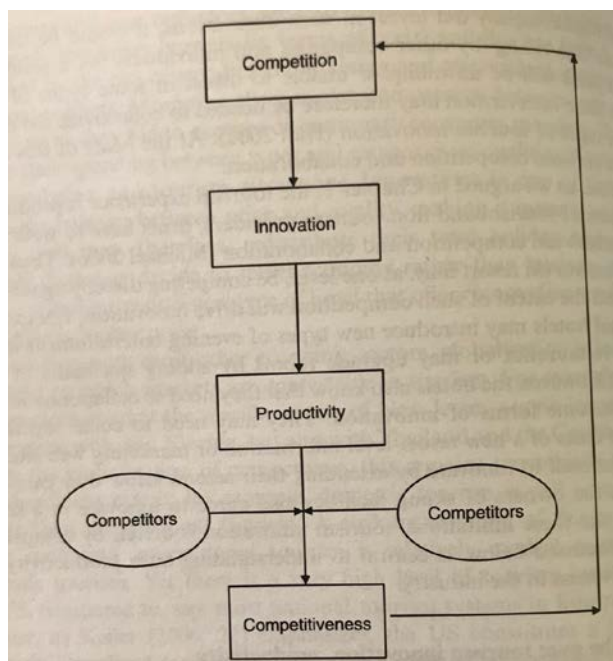


Figure 2: The competition, innovation and competitiveness chain (Hall 2008, 44.)

2.2 Socialization theory and social cognitive theory

Study tour is an activity that includes both tourism and learning, therefore, tourism is a socialization behavior and learning is an intellectual behavior. For this reason, the integration of socialization and intellect must be supported by socialization theory and social learning theory. Consequently, this chapter will mainly introduce socialization theory and social learning theory.

2.2.1 Socialization theory

As Clausen (1968, 39) said that education's economic function is derived from its social function, while education's social function is far more important than education's improving knowledge skills to the economy. Education provides non-cognitive personality characteristics which are necessary in production structure for students. People form unique personality in the process of socialization and this is also an important thrust for culture prosperity and development.

The term socialization refers to processes whereby naive individuals are taught the skills, behavior patterns, values, and motivations needed for competent functioning in the culture in which the child is growing up. Paramount among these are the social skill social understandings, and emotional maturity needed for interaction with other individuals to fit in with the functioning of social dyads and larger groups. (Grusec 2015, 3.)

We can conceive of socialization, then, as a succession of processes occurring at successive stages of development, with the child's family of origin being the first, and in many cases the most enduring, socializing institution, joined by peer groups, schools, religious institutions, and, in adulthood, employers and intimate partners as sources of norms for social behavior. (Grusec 2015, 4.) From the perspective of socialization theory, it can be seen that human growth is inseparable from influence of society. It must accept and adapt to the law of social internalization, as well as edify and assimilate moral customs.

2.2.2 Social cognitive theory

In social cognitive theory, Albert (1976, 185) describes learning is defined as the process of interaction between the teaching subject and the learning subject in a certain situation. Learning is not a simple process of knowledge dissemination. Instead, it requires interaction subjects to construct their own system of information knowledge, which is taught by teaching subjects in a certain context, rather than simply the process of acquiring information by themselves.

Different images of literacy can lead us literally to see different parts of this process: to construct different stories about what happened and to see different parts as the essential features. The debate over the scientific essay is a case in point. The rise of the analytic and scientific essay is a milestone in the history of Western literacy. But is it the success story of a textual convention or the outcome of a strategic and ongoing social/intellectual event? (Flower 1995, 14.)

Learning is the only way for people to acquire knowledge and enhance capabilities. It emphasizes the subjective initiative of learner, which means only in specific learning situation, when the learner is interested in and recognizes the values of what he's learning, can he convert the external information into internal knowledge of himself in the process of learning, thus exploring his potential and improving his quality.

Social orientation is the emergent property of dynamic and creative cognitive processes of social conceptualization that are bound to linguistically-mediated social interaction which is performed relative to the background of the norms of institutionalized social practices (Langlotz 2015, 7). Figure 3, Socialsense making must be combined in a systematic way.

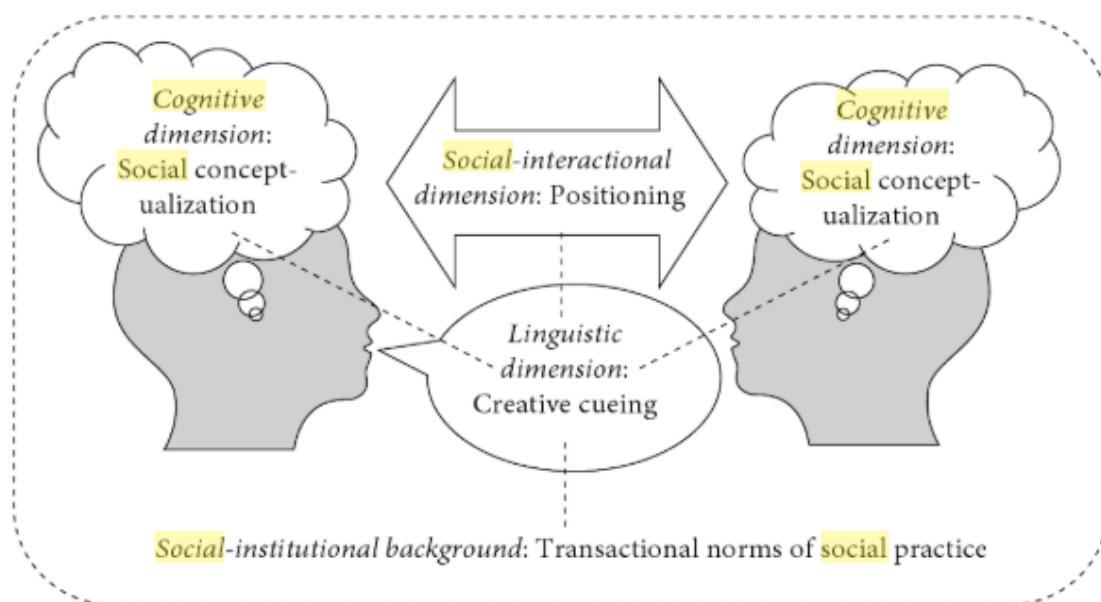


Figure 3: Creating Social Orientation Through Language (Langlotz 2015, 7.)

With regard to the cognitive dimensions of social sense-making, the field of social cognition has offered psychological models of how people understand themselves and other people by mentally constructing complex social concepts and categories (Langlotz 2015, 8). Instead of simple acquisition of information, learning is to proactively convert what's been learned into our own knowledge system, improve our quality and guide our life with the acquired knowledge in real practices.

The particular characterization that an individual adopts at any given moment is termed the prepotent act identity, and this act identity serves as the standard for monitoring and evaluating one's behavior. Central to AIT is the notion that there are competing forces that push people abstract act identities. (Roskos-Ewoldsen 2009, 61.)

The inspiration of Social Cognitive Theory (figure 4) to this research is that learning is achieved in the process of our interaction with the external environment. Therefore, it is of great significance to provide teenagers with abundant international study tour, creating beneficial learning environment for them to enhance their artistic appreciation and to cultivate their comprehensive abilities.

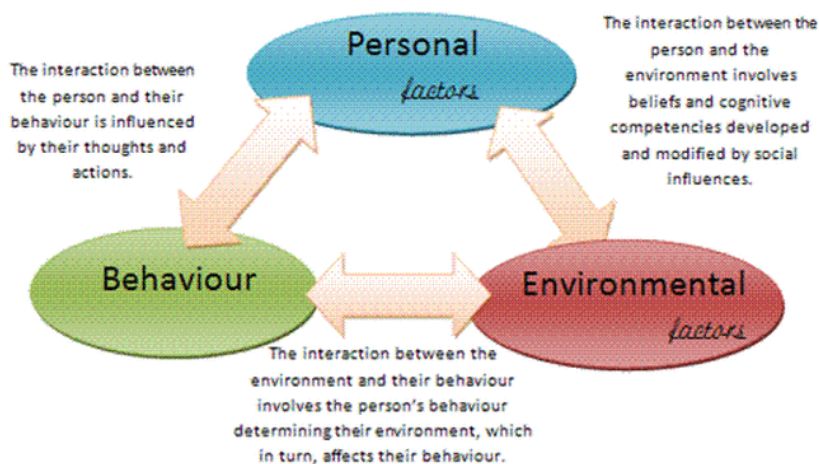


Figure 4: Social Cognitive Theory (Wemeibly 2014.)

3 Practical implementation of Shanghai Study Tour Market analysis

In this chapter, qualitative research is used in the interview and questionnaire design. To obtain the precise data that helps to sharpen what study tour market's needs. The results of it is to help author to provide useful suggestions to the study tour travel agency, as well as keep up the adjust making in study tour. The practical implementation completes in March 2018.

A massive questionnaire is given out to students among 7th grade in the Shiyan secondary school, besides during the whole research process, observation comes all along. Some foreign countries started to conduct studies on the theoretical system of study tour in early years, and have already obtained considerable research finds as well as practical experience. The implementation is showed as each question in following paragraph.

3.1 Qualitative research

Gerber (2011, 72) said qualitative research universally is used in case study. Qualitative research is a way for researchers to define problems or deal with problems. The specific purpose is to deeply study the specific characteristics or behaviours of the subjects and explore the causes. The proliferation of qualitative studies in current research literature can be traced to at least one clear historical benchmark-the application to the human or social sciences of German term *Verstehen*, loosely translated as to understand or to interpret, by the German philosopher Wilhelm Dilthey in the mid-nineteenth century. (Lapan 2012, 36.)

It is one of the basic steps and basic methods for scientific research and scientific research that determine the nature of things. Through observation, experiment and analysis to examine whether the research object has one or more attributes or characteristics, and whether there is a relationship between them. Researchers who focus on collecting qualitative data have raised many ethical questions about the meaning of respect and strategies for establishing trust in various cultural groups. Everyone is expected to adhere to the cultural norms of their community. (Lapan 2012, 40.)

The principle implication of critical theory for educational research would seem to be that the researcher can too easily be an unwitting agent of dehumanization by buying into a narrow technical or efficiency-minded way of thinking. A researcher may accept a supposedly universal conception of thing that in practice serves only limited private interest. (Green 2006, 24.) Teenagers can clearly see the educational intention from both various types and abundant content of study tour, and besides, they can simultaneously learn about foreign culture, and moral customs and broaden their horizons in the process.

3.2 Questionnaire for study tour market

The interaction between people at a distance that occurs through texts can be understood through analysing genre. Genres, or recognizable kinds of texts, embody typified actions. Recognizing a genre tells you the kind of people you are communicating with, what your relationship to them is, what the goals or impulses of the document initiator are, and what kind of action is proposed. (Green 2006, 90.)

A more fundamental kind of genre analysis begins t idea of genre as typified social within with typified social situations (Miller 1984, 39). Students, example, come to learn in school that periodically teachers set them assignments, which they must complete by a set time and these assignments are to be submitted in the manner and format they have become familiar within school and that particular class. (Green 2006, 91.)

Genre analysis can help you to understand the character, function, content and form of each kind of text you may come across in education, but it can also help you to understand the kinds i situations that give rise to such texts and how they are used. It can tell you how the use of such texts enacts roles and relationships among people and carries out interactions among them, tying them into larger systems of activity. And finally it can help you see how large systems of active are enacted as well as the specific contents of thought and meaning that are shared at every juncture of the complex activity. (Green 2006, 93.)

Cause, current condition, intention and motivation are the parts which were investigated and analyzed, divided to Shanghai outbound study tour questionnaire. Analysis towards teenagers, their parents as well as study tour content itself are brought to this chapter. For example, in Japan, Study tour have been economically and culturally supported by the government with all sorts of preferable policies.

And what's more, the government can also provide opportunities for the students to visit foreign enterprises and participate in the production process to develop their consciousness of career planning and evoke their interest in learning. At present, there are very limited studies about study tour in China, many of which are conducted from the perspectives of tourism management, pedagogy, overseas study and outbound travel, and no profound studies have been conducted from teenagers' perspective. Therefore, this paper is to make up the gaps of current research to some certain extent.

3.3 Statistical Analysis in Shanghai study tour market towards Teenager's motivation & intention

This survey (seen from Appendix 1) involves teenagers and their parents. Totally 1,200 copies of questionnaires have been given out, all of which have been recovered. Excluding those with obvious mistakes, there were totally 1000 effective copies, with an effective recovery rate of 83,3%.

Grade Gender	Junior one	Junior two	Senior one	Senior two	Senior three	Total
Male	80	115	120	150	25	490
Female	80	120	125	150	35	510
Total	160	235	245	300	60	1000
Percentage	16%	23.5%	24.5%	30%	6%	100%

Table

Table 1: Gender and grade of surveyed teenagers

According to table 1, in this random sampling survey, there were 490 teenage boys and 510 teenage girls surveyed respectively accounting for 49% and 51% of the total samples, which was basically at the level of 1:1.

3.3.1 Teenager's awareness towards study tour

As illustrated in the statistic results of the survey, 13% of the respondents claimed to be perfectly clear about study tour, kind 21% Of the respondents claimed to vaguely know about the tour. In summary, there were 18,2% of the respondents who were clear about study tour. Yet, in contrast, up to 60% of them knew vaguely, little or nothing about the project.

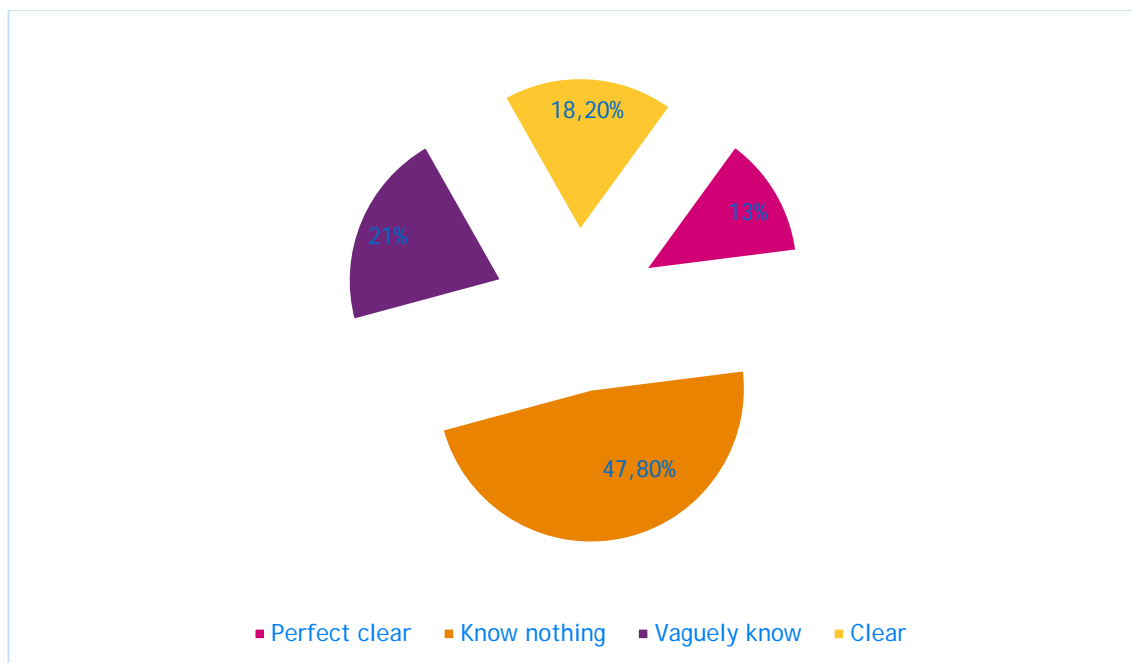


Table 2: Teenager's awareness towards study tour

From the results of the survey, we can tell that most teenagers are not clear about the relevant international study tour conducted by relevant organizations, which also means that relevant organizations, including travel agencies, governmental departments and schools are not paying enough attention to travel learning or propagandizing travel learning sufficiently. And this problem requires immediate resolutions.

3.3.2 Teenager's willingness towards study tour

To this question there are 5 listed answers to be chosen. 316 respondents chose "very willing", accounting for 31% of the total samples. 450 respondents chose "willing", accounting for 45%. 149 respondents chose "less willing", accounting for 14.9%. 64 respondents chose "unwilling", accounting for 6.4% and the rest 27 respondents chose "very unwilling", accounting for 2.7%.

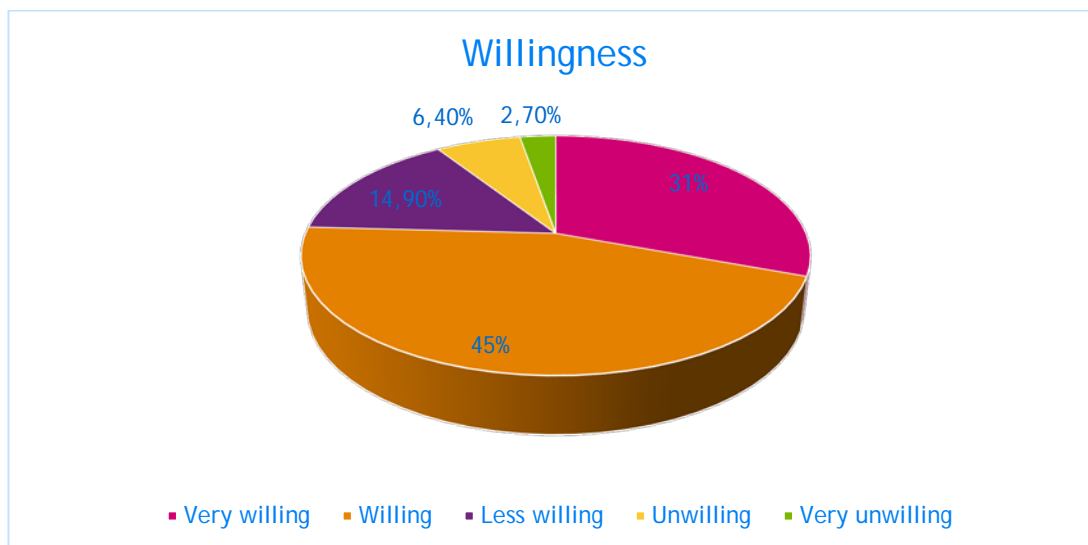


Table 3: Teenager's willingness towards study tour

According to this statistics, we can see that the majority of teenagers show willingness in participating in teenage travel learning projects, as totally 76% of the respondents chose "willing" and "very willing". And this indicates huge potential in Shanghai study tour market. Therefore, it's necessary to develop particular services of study tour on the basis of full investigation of teenager demands to provide opportunities for more teenagers to take part in study tour.

3.3.3 Teenager's motivation towards study tour

To this question there are 6 listed choices. 334 respondents chose "to broaden international horizons", accounting for 33.4% of the total samples. 324 respondents chose "to learn about foreign society and culture", accounting for 32.4%. 118 respondents chose "to accumulate the knowledge about foreign world", accounting for 11.8%. 64 respondents chose "to lay foundation for foreign language learning or studying abroad", accounting for 6.4%.

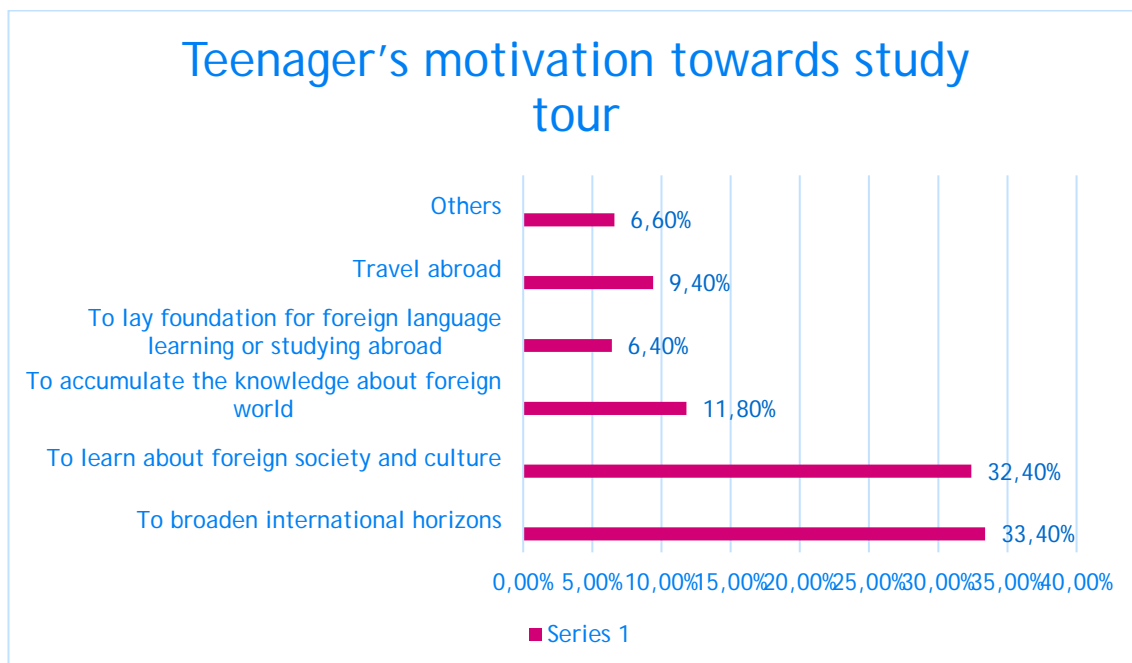


Table 4: Teenager's motivation towards study tour

According to the statistics, we can see that 77.6% of Shanghai teenagers tend to participate in study tour to broaden international horizons or to know about foreign society and culture. Although study tour is different from directly acquiring knowledge in the classroom, it still manifests teenagers' intentions to promote self-development as well as to improve self-accomplishment. As illustrated, the intention of "travel and learning" is quite strong.

3.4 Statistical Analysis in Shanghai study tour market towards its route & safety

From this statistics, we can see that the existing travel routes are basically acceptable to 87.3% of the teenagers. However, the other 11.7% are not negligible either. It is necessary to develop and optimize new routes of travel learning services. Mindlessness is said to exist because of routine or boredom due to the construction and design of repetitive or traditional exhibits in heritage settings. A lack of sensory media, lack of interactive exhibits and limited guidance or interpretation may all create a situation of mindlessness for and hinder their overall satisfaction levels. (Ritchie 2003, 63.)

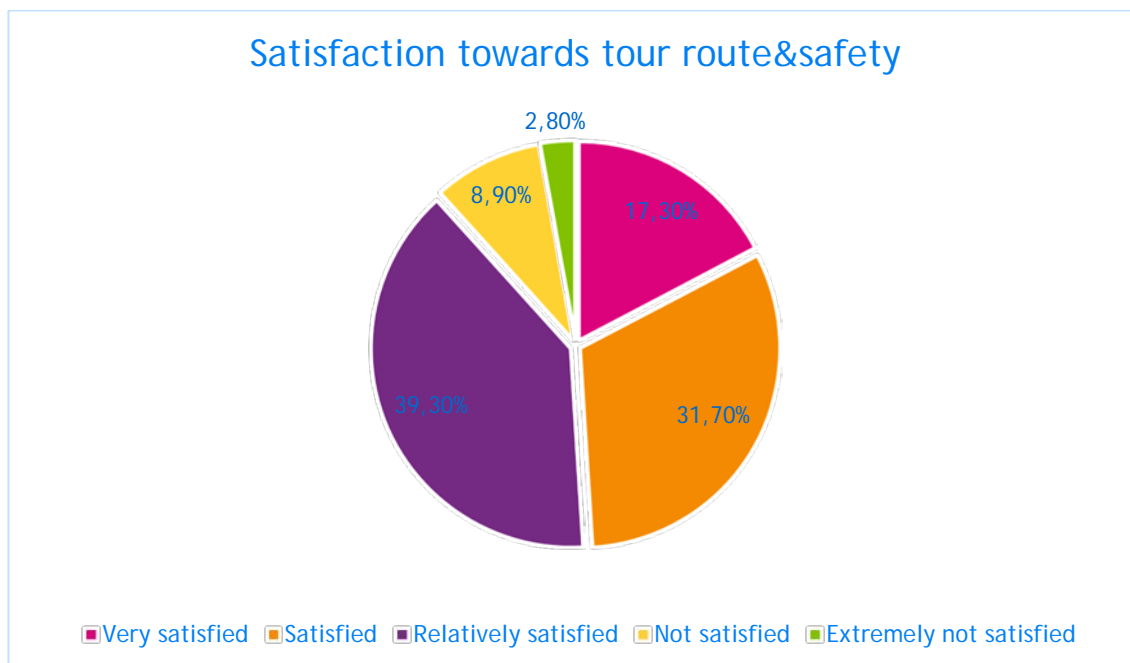


Table 5: Teenager's satisfaction towards tour routes

3.5 Statistical Analysis in Study tour's content

As we can see from the column, the majority of teenagers would like to go travel learning in summer holidays, the reasons for which are mainly concluded as follows:

1. The weather in summer holidays is generally comfortable, which allows the teenagers to travel light.
2. Summer holidays are usually the transitional period when students get to a higher grade or higher school. And this means it's exactly when they need to relax themselves.

Summer holidays allow the students enough time to plan for a fulfilled travel without holding up the holiday homework or the preparation for the new semester.

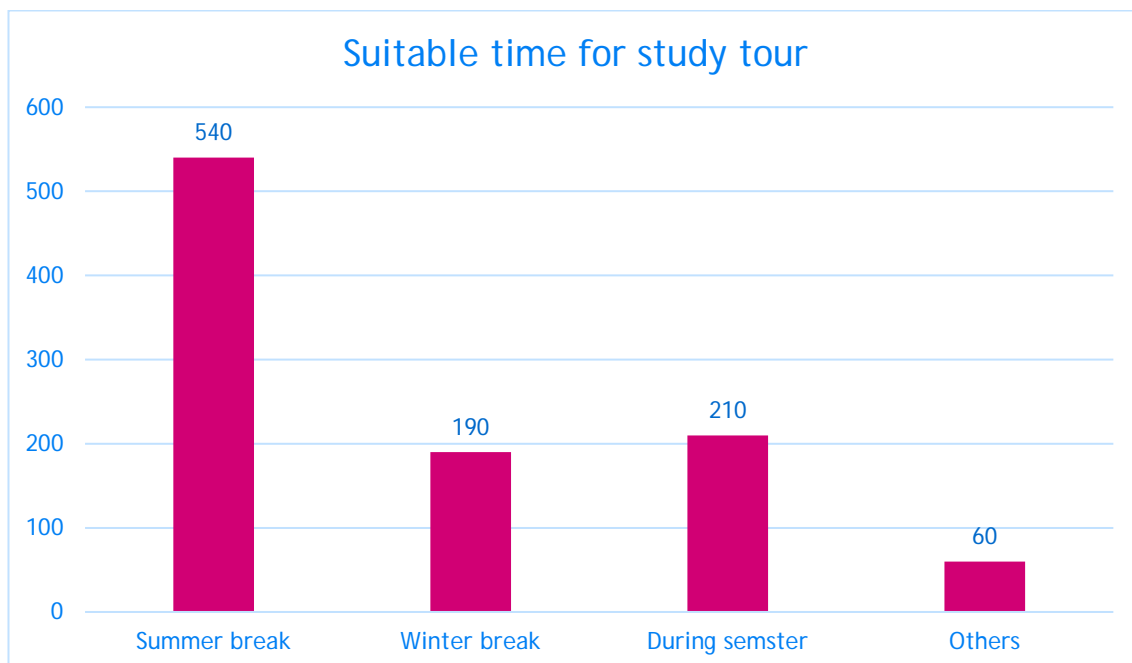


Table 6: Suitable time for study tour

3.6 Statistical Analysis in constraints of study tour

It can be seen from the table that the reasons of “deficient preferential policies”, “simple travel learning services” and “deficient association of ‘travel’ and ‘learning’” have larger proportions. 68.7% of the respondents chose “deficient preferential policies”. 58.6% chose “simple travel learning services”. 53.4% chose “deficient association of ‘travel’ and ‘learning’”. 36.7% chose “weak sense of responsibility of the agencies”. However, there were also nearly 1/3 of the respondents who regarded the agencies as responsible.

	Positive		Negative	
	Number of people	Percentage	Number of people	Percentage
Deficient preferential policies	687	68.7%	313	31.3%
High expenses	543	54.3%	457	45.7%
Weak sense of responsibility of the agencies	367	36.7%	633	63.3%
Deficient association of ‘travel’ and ‘learning’	534	53.4%	466	46.6%
Simple travel learning services	586	58.6%	414	41.4%
Others	218	21.8%	782	78.2%

Table 7: Constraints of study tour

According to the statistics, we can see that the healthy and continuous development of travel learning markets require the proactive participation of travel agencies, governmental departments as well as schools. With the reference to relevant documents of foreign supportive policies concerning study tour, author thinks that Chinese government should also develop targeted policies which are beneficial to the development of study tour markets.

In addition, besides improving their services, travel agencies should pay more attention to the development of markets in other cities, provinces overseas territories, strengthen the development of study tour, reasonably calculate the costs, and reduce the costs of travel learning for teenagers.

3.7 Statistical Analysis in parents' attitudes towards study tour

78.5% of the surveyed parents claimed that the costs of travel learning projects were higher than expected. Although the teenagers in study tour were generally from wealthy families, the costs of study tour comparing other educational and recreational costs, were way too high. This is mainly because besides the costs of the transportation, education and daily expenses in study tour, parents usually have to pay extra money for the souvenirs. The cost of tens of thousands yuan(around 2,000 in euro) is barely acceptable to many parents.

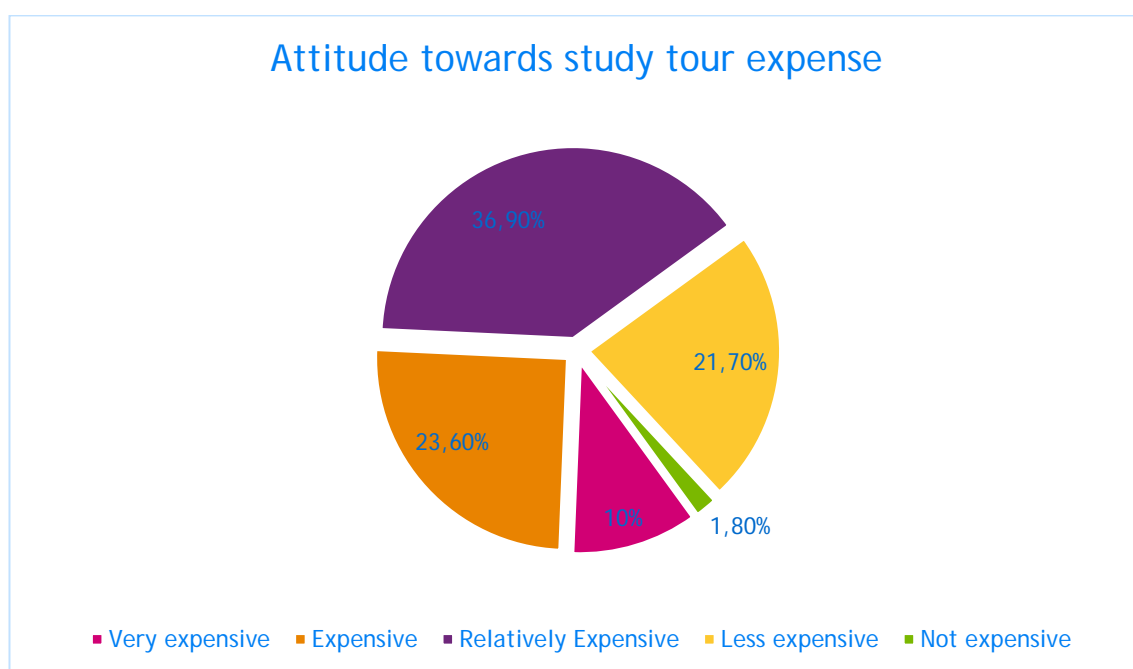


Table 8: Attitude towards study tour expense

From the statistics we can see that it is necessary for Shanghai government to introduce relevant preferential policies as soon as possible to optimize study tour, to cut down consumption links, to reduce the costs of the travel learning project, thus reducing the expenses for the teenage travellers.

4 Results Analysis in Study tour market

From the perspective of formality in Chinese study tour, its types have been increasingly enriched and its quality has been remarkably improved. There are organizations conducting outbound travel learning projects for Chinese students to let them take full advantage of the desirable education resources in foreign countries and get cultivated in foreign cultures. Also, there are other organizations attracting foreign students to have study tour in China. Many parents send their children on outbound study tour in summer holidays, as it ensures a comparatively long period of time for the students to systematically learn about the knowledge and culture in foreign countries.

From the perspective of destination in Chinese study tour, it mainly concentrates on developed countries, such as some European countries, UK as well as Japan. The purpose of study tour is to enhance language skills, and to get familiar in foreign education. Through a certain period of learning and investigation so that teenager can prepare their future study abroad.

Preferable political supports for travel learning projects in developing countries are obviously deficient, as the permanently high costs have made lots of ordinary families give up the thought of sending their children to participate in study tour, which has ceased its promotion and development. Academic researches on outbound study tour are deficient, and the research coverage on the functional features, constituent elements, development trend and other aspects of outbound study tour is narrow. Too much emphasis has been put on the economic benefits of outbound study tour, yet its important educational values have been neglected. Presently, there are lots of outbound study tour in the disguise of "foreign education", however, it is a general travel program, whose educational functions have been greatly weakened.

Although the study tour in China has developed rapidly in recent years, it also exists some problems, which seriously restrict the healthy development of study tour in tourism industry. Therefore, the relevant departments must continuously strengthen theoretical study in study tour, constantly optimize industrial structure of study tour from practical levels in accordance with actual situations. Meanwhile, the relevant investigation and research program should be formulated to understand the needs of the teenagers in study tour abroad, thus providing the tour study projects with more enriched contents and stronger educational values for the teenagers, which will eventually help with the healthy development of teenage study tour programs in our country. In this chapter, we can have a specific look about where the problem comes from and what causes the problem in study tour market.

4.1 No accurate product positioning

There is a lack of Accurate Product Positioning in study tour for young people in Shanghai. And the development has not been implemented according to the actual situation, nor has it considered the demands of the teenagers, which has resulted in the deficient innovativeness of the services and the lack of competitiveness among competitors.

Study tour is not just about the breath-taking sceneries. More importantly, it should pay more attention to the characteristics of the local culture and provide opportunities for teenagers to acquire knowledge. Meantime, safety and security in travel should also be taken into consideration. Hence, travel agencies need to continuously develop new study tour according to the demands of teenagers, actively improve their service quality, and attract more young people to participate.

The mainly promoted study tour are generally unaffordable for most teenagers due to the excessive commercialized operation model. Some newly developed study tour routes, in spite of the appealing prices, have received some doubts about their safety factors. Some tours have just been simply packaged on the basis of original items, which has not present the features of study tour and the actual content has not been updated, including car reservation, food ordering, room booking, university visiting and other services. The market of teenage travel learning still has not been essentially improved.

The perfunctory study tour package can hardly obtain a good market effect, which will on the contrary disappoint the teenagers and dissatisfy their demands, thus hindering the brand building of study tour. For example, a study tour has attracted lots of students because of its destination—Harvard. However, students are nearly only visiting and going sightseeing without other educational services, which can hardly meet the demands of the teenagers. And this is meaningless for those who intended to actually learn something from this tour. This requires the market developers to break through the limitations of the existing model, develop a variety of sightseeing forms, integrate various tourism factors and study factors, so as to make the travel learning projects more comprehensive.

4.2 Unfulfillment in Marketing

Blythe (2006) in the book argues that in today's highly competitive marketing environment, travel products need to make more publicity efforts to show their distinctive services to the customers to attract more tourists. This also applies to study tour which need to been more introduced and propagandized to teenagers and their parents. Most teenagers and parents are not familiar with the travel learning projects in Shanghai and many of the teenagers get to know about the project via the people around them.

There is not clear market orientation of teenager travel learning projects in Shanghai. The brand publicity must be enhanced, and the core corporate competitiveness must be improved so that teenage travellers can enjoy distinctive services. At present, Shanghai has not yet widely applied modern information methods to carry out propaganda, so it is difficult to open the teenager travel learning market, which makes it difficult for the project to draw public attention and to be recognized by everyone.

4.3 Lacking of policies and guidelines

Compared with the majority of foreign countries, there have been many legal loopholes when it comes to study tour, including the haphazard legal systems, deficient national-developed preferential policies, imperfect market management and so on. There are very few relevant preferential policies in China. There is no order in management, which seriously hinders the rapid development of the industry of study tour.

Although the slow development of study tour doesn't have a great impact on teenagers, it also restricts the number of travel times of them. So it is necessary to carefully analyse its constraints and give considerable support to the industry of teenager travel learning

4.4 Tour agency's dereliction of duty

Traditional travel projects now gain less and less profits and are gradually abandoned by travel agencies. The teenage travel market shows great market potential, which is the key development project of travel agencies. Nowadays, many travel agencies have developed study tour, which makes the competition in the market very intensive, causing severe damages to the market.

Many travel agencies stop operating with normal methods, in order to maintain their business and seek greater benefits, leaving the whole tourism industry with a serious decline on credit. Some travel agencies attract teenage customers in ways that could cause disruptions in the market and meet the low price requirements of immature consumers.

However, unreasonably lower price means declining income of the reception parties, and lower income means lower service quality. Then it will all end up in a vicious circle and study tours are very likely to be dashed. Moreover, during the travel, because the teenagers are known to be inexperienced and unfamiliar with service items, some evil agencies tend to force the teenagers to buy souvenirs at tourist attractions, to change travel routes and to lower service configurations. All these improper behaviours have violated the teenagers' interests and planted problems for the development of the project.

4.5 Different value in study tour

In the aspect of study tour, teenagers and their parents are considered to be another subject. From the book "Motivation and personality", Maslow Abraham (1987) brings its hierarchy of needs: "only when the most basic and important physiological needs and security needs are satisfied, will people go on to pursue the satisfaction of other needs".

It is mutually consistent with the survey result that 62.3% of the teenager families have a median household income. Nowadays, many teenage students and their parents are in a state of blindness. They cannot clearly distinguish right from wrong. They often exaggerate the function of study tour. However, most of the students in study tour are not mature enough, who tend to focus on the objective environment and the local customs but neglect the major original intention-- "study".

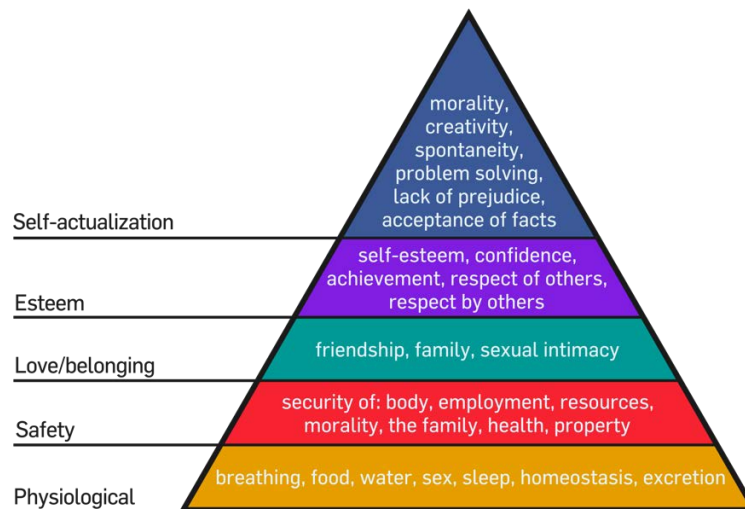


Figure 5: Maslow Hierarchy (Maslow 1987, 3.)

5 Recommendations

The rapid development of the market for young students to study abroad has to gain favors from relevant government policies, as well as social, school and family efforts. Although there are still numerous restrictive factors at this stage, it's very glad to see that all sides are actively trying to solve the bottleneck in the development of the market and related products.

As a new project of the industry of studying abroad, study tour has developed fast in recent years, as young people have the strong desire to learn new things abroad, besides, a variety of factors such as parents' support, the encourage from school and society all contributed to its quick development.

If the study tour industry is able to grasp the opportunity in time, it will greatly quicken the development and increase the economic benefits of study tour industry in Shanghai. Therefore, it should pay attention to explore youth's favorite projects of study tours, improve the managing level and solve the current problems and make up for the deficiencies. Following are the suggestions to sharpen the tour market.

5.1 Develop right products which are readily marketable

At present, the core parts of the study tour industry lie in tourism, learning, eating, living, travelling, entertainment such six aspects and their additional products, which are the most important and competitive aspects to be considered when tour companies are going to expand the tour route. As for the travel industry of Hangzhou, Zhejiang province, if it wants to improve the development of the whole industry by the group of teenagers, it must fully consider characteristics of this group, and pay attention to its special features and actual demands.

What's more, it has to think about the needs and requirements from parents and schools to start from the practical demands of consumers and make suitable plans for teenagers study tour and increase the fun in it. At the same time, it should emphasize the construction of transportation to connect the various tourist spots and form an industrialized and large-scale development.

5.2 Project different levels of consumption and arrange the price reasonably

According to the results of surveys and interviews, many students and their parents believe that the study tour cost more than what ordinary Shanghai residents could afford. Indeed, study tour provide people with high-grade consumer products on the one hand. While on the other hand, it also brings greater economic pressure to some families. Even in the economically developed Shanghai, the cost of the study is a huge expense for the average family. Hence, the relevant departments of Shanghai must take positive measures to provide support of policy for those young people to reduce the cost of travel education through various methods, such as preferential treatment.

In addition, it has to continuously strengthen the supervision towards travel market, increase the level of the standardization of the market, and guide the travel agency to not only realize their own development but also shoulder more social responsibilities and obligations. As a result, different levels of products could be developed and there would be more opportunities for teenagers to study abroad and enrich their experiences.

5.3 Strengthen school-enterprise cooperation and transform the concept of study tour

Firstly, the travel agencies' social responsibility should be intensified. Although many teenagers in Shanghai are willing to study abroad and many of them choose travel agencies to help, yet travel agencies should not be too optimistic. There is an increasing need for travel agencies to advertise and promote in various ways so as to make students more aware of their products and the practical meaning of such improvement.

What's more, they should make it clear about the social responsibility and the sense of mission, thus eliminating students' worries and enhancing the quality of their products and services and meanwhile reducing the cost of study tour to encourage more people involved in overseas study tour.

Secondly, it should pay attention to the cooperation of school enterprise. Travel industry is a social economic enterprise, so it is difficult to grasp directly the psychological demands and psychological characteristics of students. While schools, as the main habitat for students, they not only own abundant educational resources but also can understand clearly about the needs of the students. Therefore, the enterprise - school - students should be connected well.

With the support of the school, the travel agency can both publicize its products and services and expand creatively the market, and develop the tourism products favored by students, thus improving the economic benefits. Additionally, students can know new products of study tour through school and then choose suitable products and services.

5.4 Changing Parents' Concept of Studying Abroad

A high degree of cultural participation is a major feature of young people's outbound study. Teenagers are good at touching new things and communicating with others. Schools and parents are the key factors that enable young people to go abroad for study tours. They should learn and master the psychological state of the students while guiding the young people to participate in the study tour through the right measures actively.

This will allow young people to test theoretical knowledge in practice, enrich their knowledge base, and further improve themselves. In addition, the school must adhere to the people-oriented principle of service, pay attention to the students' comprehensive development, master the students' behaviors and psychology, and cooperate with relevant companies to carry out the youth study tour.

School trips encompass domestic and international trips, and student exchanges. Broadly speaking, school trips (for both types of schools) can be divided into two categories: first there are curriculum-based ones that are directly linked to the lessons taught in the classroom and represent either an integral part or extension of the formal learning experience;

and second, there is the type of field trip that may be defined as extra-curricular excursions. (Ritchie 2003, 130.) The school must not only make appropriate publicity, but also strengthen the tourism education and guidance for the students and demonstrate the role of the school in educating people.

At the same time, parents should put an end to the competition and follow-up psychology, improve the analytical ability of the travel products, and choose the most suitable study plan based on the child's specific situation and development direction and their own family conditions. While guiding and educating youths, they should supervise their children's understanding of cultural knowledge in the process of study tours, enrich their own life experiences, and enhance their overall quality and capabilities. Let the young people gain something in the activities and learn.

5.5 Strengthen Marketing and Promotion of Study Products

Mathur (2008, 50) said that recognize the separation between the decision maker who purchased the product and the user of the product. The knowledge of marketing tells us that the decision maker who purchased the product is actually the actual purchaser of the product, and the user of the product is sometimes not the actual purchaser. The actual purchaser, or decision-maker, in a youth study program is usually not the young person himself, often the parent or school, and the teenager is only the user of the product.

Innovations can require major investments of resources, of costs, terms of time, capital, creativity or management. But protect these from their initiators have an inherent interest in seeking to protect this from imitation or-even worse-enhancement by competitors. (Hall 2008, 46.) This has resulted in the separation of decision makers and users, and this situation is very common in adolescents studying abroad. Therefore, it can be seen that adolescents do not play a major role in the actual situation and that the decision-making authority is usually a parent or a school.

In response to this situation, travel agencies must conduct targeted promotion and marketing. They must fully consider the needs of parents and meet their expectations of the growth of young people.

From a tourism marketing perspective, those people who take part in an activity represent existing demand while those individuals who express an interest but do not participate because of particular constraints represent potential or latent demand (Ritchie 2003, 145). It is necessary to consider from the perspective of parents and schools, and include the content desired by parents and schools in the study products.

For example, during a visit to an elite foreign school, parents hope that their children can be influenced by many campus cultures, including story stories, celebrity stories, etc., and learn from the essence of elite school culture, thereby helping teenagers develop good habits and form correct values.

Therefore, the travel agency should highlight the cultural and educational role of the product when drawing up travel products so as to attract the attention of parents. Only in this way can travel agencies meet the needs and consumer psychology of decision-makers who purchase products, highlight the characteristics of travel-oriented products, and encourage consumers to consume.

Study tours can make up for the lack of practical teaching in classroom learning and combine the theoretical nature of classroom learning with the practicality of study tours. In the process of tourism, increasing students' cultural heritage, broadening their horizons and expanding their knowledge is a new type of teaching model with high-quality talents.

6 Conclusions

The problem of "traveling" without "learning" is serious, and it is difficult to realize the benefits of economies of scale. The resources for the study tour market are insufficient. The reasons for the analysis are mainly due to the lack of legal policies, the dereliction of duty of travel agencies, and the failure of schools to fully perform their functions. As well as the problems of parents and young people's values, the restriction of economic ability hinders the development of youth travel, and the safety issue is the biggest obstacle.

To this purpose, this thesis proposes to establish a sound outbound study management standard: improve the relevant policies for study tours and strengthen market supervision; optimize project portfolio, innovate service model; combine learning with travel to develop marketable products; dividing the level of consumption, rationally arranging the price to increase the quality control of the study tour; product design highlights educational functions; strengthen the emphasis on safety issues; strengthen exchanges and cooperation between schools and travel agencies; change the concept of study tours for parents and young people; strengthen the marketing and publicity of tour products.

This thesis also has some deficiencies in the study. Because the research topic is relatively frontier, this thesis attempts to collect primary data on the Shanghai youth travel market through questionnaires. However, due to the fact that there is no effective reference to the questionnaire design, it is inevitable that there are defects. Moreover, due to the hurriedness of the study and the limited ability of oneself, the research on this topic is not deep enough.

Although the study of this thesis is over, the attention to this issue will not stop. In the future work and study, I will continue to pay attention to the development of the problem of the development of the travel market in Shanghai. In subsequent studies, on the one hand, the questionnaire can be further adjusted, and related analysis software can be used for more in-depth analysis. And to extend the investigation time and scope of the investigation, a more objective and rational response to the problem. On the other hand, based on the changes in the travel market in Shanghai, I will conduct a dynamic study of the specific implementation plan for the proposed framework. In addition, the countermeasure research of this paper still stays in the suggestion stage. After its effectiveness is waiting, relevant departments will carry out inspections and feedback opinions in order to make up for the current research deficiencies.

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Appendix 1: Survey questionnaire

Appendix 1 Survey Questionnaire

1. Teenagers' awareness towards study tour: Do you know what is study tour?
 - A. Perfect clear
 - B. Know nothing
 - C. Vaguely know
 - D. Clear
2. Teenagers' willingness towards study tour: Are you willing to attend study tour?
 - A. Very willing
 - B. Willing
 - C. Less willing
 - D. Unwilling
 - E. Very unwilling
3. Teenagers' motivation towards study tour: What is the reason you attend study tour?
 - A. To broaden international horizons
 - B. To learn about foreign society and culture
 - C. To accumulate the knowledge about foreign world
 - D. To lay foundation for foreign language learning or studying abroad
 - E. Travel abroad
 - F. Others
4. Satisfaction towards tour tour&safety: Are you satisfied about the study tour programme that you've been?

- A. Very Satisfied
 - B. Satisfied
 - C. Relatively Satisfied
 - D. Not Satisfied
 - E. Extremely Not satisfied
5. What is a suitable time for study tour?
- A. Summer break
 - B. Winter break
 - C. During semester
 - D. Others
6. What are the constraints of your study tour?
- A. Deficient preferential policies
 - B. High expenses
 - C. Weak sense of responsibility of the agencies
 - D. Deficient association of travel and learning
 - E. Simple travel learning services
 - F. Others
7. Attitude towards study tour expense: Is it expensive to attend study tour?
- A. Very expensive
 - B. Expensive
 - C. Relatively expensive
 - D. Less expensive
 - E. Not expensive

