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School Trips – Understanding the Young Traveller’s Perspective

Abstract. The main purpose of the study was to collect and analyse opinions of young people concerning the organization of school trips, with special emphasis on factors that discourage them from participating in such trips. The research cycle was conducted in the years 2013-2017 using quantitative (survey) and qualitative (focus group interviews, participatory design) methods. The results provide interesting details about students’ participation in school trips (curriculum-based, extra-curricular), reasons for choosing not to attend school trips and students’ opinions (positive, negative) about school trips. It can be concluded that the inclusion of students’ opinions during the planning stage contributes to shaping their sense of empowerment and responsibility. The findings have not only a practical relevance for young people, teachers and providers of school trip services, but also wider social implications for the development of responsible and sustainable tourism.

Keywords: school tourism, school trips, youth travellers, participatory design

1. Introduction

Travel changes the life of the traveller. It changes the lives of people they meet and friends they make along their journey. Travel connects people and shows them that they are all part of the same world [New Horizons IV, 2018: 4]. School trips are an example of the educational function of tourism. The idea of organizing

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such trips goes back to the time of the Grand Tour. However, despite the unchanging and undeniable relevance of tourism in the education process, the contemporary determinants of social life affect the development of tourism needs in the young generation, which differ from those of older generations. A global survey of generational lifestyles, involving online consumers from 60 countries, indicates that representatives of the young generation are less likely to choose travelling as a free time activity, compared to older age groups [Global Generational Lifestyles 2015].

Nowadays, despite the historically established importance of school trips as a form of gaining knowledge, experience and social competences, young people seem to be losing interest in this activity. A look at the existing literature on the subject indicates that questions regarding the actual merits of and demand for educational tourism in schools are still under-researched [Campbell-Price 2012, 2014; Stone, Petrick 2013].

This research gap prompted the authors to undertake a study aimed at investigating opinions of adolescents concerning the organization of school trips, with special emphasis on factors that discourage them from participating in such trips. The cycle of empirical research was conducted in the period 2013-2017 using quantitative and qualitative methods. Question wording, examples and references used in the study were adjusted to the target age group.

In addition, the inclusion of students' opinions during the planning stage contributes to shaping their sense of empowerment and responsibility [Christensen, James 2008; Clark 2011; Lisek-Michalska 2012].

2. Literature Review

2.1. School Trips

In the literature, the concept of school trips is used in two contexts. In the first case, the term can be referred to students commuting to schools and involves problems related to the choice of the mode of transport, safety, and physical activity of children and teenagers [Black, Collins, Snell 2001; Faulkner et al. 2010; Park, Noland, Lachapelle 2013; Schneider 2016; Singh, Vasudevan 2018; Shamshiripour et al. 2019; Delice, Özen, Amirnazmiafshar 2019]. Usually, the term refers to school excursions, school field trips [Larsen, Jenssen 2004; Bamberger, Tali 2008; DeWitt, Storksdiack 2008; DeWitt, Hohenstein 2010; DeWitt, Osborne 2010; Behrendt, Franklin 2014]; school-led tourism [Campbell-Price 2014] and educational tourism [Bodger 1998; Demeter, Bratucu 2014; Poria, Atzaba-Poria, Barrett 2005; Zaleskienė, Dobkevičienė-Džiovėnienė 2007].

A number of different problems are addressed in the study of tourism aspects of school trips, such as students’ reasons for going on a trip [Larsen, Jensen 2004], tourism information service for student school trips [Kasahara et al. 2014], international school trips [Campbell-Price 2014], cultural school trips to museums, the use of social media [Charitonos 2015], school trips to health resorts [Stach 2016], and the use of educational activities during school trips in the teaching of young children [Simion 2017]. Based on the research regarding school tourism, a school trip can be defined as a form of school activity conducted outside the school building, which involves aspects of tourism and sightseeing, for an educational or socialising purpose [Bochenek 2008]. School trip tourism experiences have traditionally been divided into curriculum-based and extra-curricular [Ritchie, Carr, Cooper 2003, 2008; Carr 2011; Campbell-Price 2014]. Curriculum-based field trips are usually directly related to the school curriculum and offer experiential learning opportunities that where concepts acquired in learning areas (subject disciplines) can be applied in real world contexts [Lai 1999; Carr 2011] and stimulate interest in particular subjects [Campbell-Price 2012, 2014]. In contrast, extra-curricular activities and trips offer opportunities for young people to pursue and extend their personal interests through sporting, arts, cultural or service activities and events [Ritchie, Carr, Cooper 2003, 2008; Carr 2011; Campbell-Price 2014].

In both of these cases, school trips support the educational process and can be regarded as a variety of general tourism, which involves diverse activities in the natural and cultural environment. School trips are organised under the supervision of a tutor to achieve specific didactic and educational objectives, including elements of touring and recreation [Janowski 2003; Zajadacz, Kugiejko 2017]. School tourism activity, understood as a form of school activity, serves three basic purposes: education, integration and health improvement [Alejziak 2000; Zajadacz, Kugiejko 2017].

The term educational tourism refers to any “program in which participants travel to a location as a group, with the primary purpose of engaging in learning experience that is directly related to the location” [Bodger 1998: 28]. Educational tourism can also be defined as participation in domestic or foreign trips, which enables students to learn about cultural monuments, architecture and relate these experiences to the theoretical knowledge acquired in the educational process at school [Zajadacz, Kugiejko 2017]. Educational tourism promotes experiences and can be perceived as a tool for value- and experience-based learning [Ritchie, Carr, Cooper 2008, Bhuiyan et al. 2010; Fidgeon 2010; Prakapiene, Olberkyte 2013].

The task of organising educational tourism activities is no longer the sole responsibility of the school. Increasingly, tourism service providers perceive schools as a separate segment of the tourism market. In addition to sightseeing or

holiday tours, tourism service providers now offer educational excursions. However, their content frequently does not meet educational goals and objectives because tour operators do not take the trouble of getting familiar with educational curricula and do not know pupils' needs [Zaleskienė, Dobkevičienė-Džiovėnienė 2007].

2.2. The young traveller's perspective

Taking into account the importance of school trips, not only directly in school education, but also their role in preparing young people for responsible tourism in the later stages of life, the results of the long-term study described in this article are rather disturbing. The data indicate that the share of students willing to participate in such trips keeps decreasing [Kugiejko 2015, 2016a, 2016b]. In order to explain this attitude it is necessary to get to know young people's expectations with regard to school trips.

Research in this area [based on earlier theories about travel motivations of young people: Dann 1977; Crompton 1979; Pearce, Caltabiano 1983; Fodness 1994], has been conducted by, among others, Larsen and Jenssen [2004]. In their study they wanted to investigate students' reasons for attending such trips. They were also interested in students' trip experiences and asked respondents to list trip highlights during the trip and after returning home. The authors report that the most common feature of school trips mentioned by the students was the social aspect of being together ("doing things together"). Other reasons listed by the respondents including the desire to comply with school demands concerning learning, avoidance of punishment, the pursuit of reward and an opportunity to get away from school, and finally, the prospect of gaining new experiences. As regards the range of preferred activities, the respondents most frequently mentioned social activities, while some expressed interest in extreme activities, such as mountain climbing, rafting and other sports activities. Even though this study was explorative, the results suggest that the main reason why students go on school trips is the opportunity to travel with friends rather than to specific destinations.

Investigating school trips from the perspective of many stakeholders, including young people, was the subject of a study carried out by Campbell-Price [2014], who summarised her findings by highlighting three main points. Firstly, there are similarities between motivations behind school-led trips and the wider phenomenon of tourism. Secondly, it is extremely important to adopt a multiple stakeholder perspective when conducting studies that involve the active engagement of young people, their parents and school leaders in the organization of school trips. Campbell-Price notes that there is a considerable overlap of perspec-

tives between stakeholders even though they might express things differently. Finally, it seems that longer term impacts of the formal and informal learning experienced on these types of trips has been overlooked and needs further attention [Campbell-Price 2014].

3. Research methodology

Research involving young people is associated with many methodological and ethical challenges that have been addressed in many studies [Męcfal 2012; Alderson, Morrow 2011; Farrell (ed.) 2005; Poria, Timothy 2014]. These challenges mainly relate to three issues: (1) the difficulty of combining and synthesising results obtained by applying quantitative and qualitative methods when attempting to thoroughly analyse the phenomenon of interest (2) capturing real views of young people (also those reflecting the private sphere of pupils, parents, e.g. educational problems, stimulants, conflicts in the peer group), (3) difficulties associated with field research (participation in school trips, interviews conducted on the bus or in a youth hostel, where there are many distractions).

The study described in the article concern curriculum-based and extra-curricular school trips with the aim of investigating opinions of young people about the organization of school trips, with special emphasis on factors that discourage them from participating in such trips. The study was conducted in the period 2013-2017 using quantitative and qualitative methods.

The use of triangulation [Flick 2011] was intended to minimize errors and limitations associated with a one-sided approach. The purpose of the qualitative study was to supplement the quantitative results. The survey (stage 1) was treated as a pilot study which was to provide a general overview of students’ opinions about the organization of school trips and their participation in various types of tourist activities. The purpose of stage 2, described below in more detail, was to give students a chance to express their opinions freely, without the limitations imposed by the questionnaire format (stage 1). The third and last stage involved collecting opinions on difficulties experienced during school trips, which provided information about barriers encountered in the organisation of trips and recommendations about how to maintain an optimal balance between the safety of participants and the atmosphere of rest and fun. The results reveal many similarities and differences between opinions expressed by students and teachers involved in organizing school trips.

Three stages:

– Stage 1: a questionnaire survey involving 191 secondary school students was conducted in the school year 2013-2014. There were 18 classes in the

school¹, with about 23 students in each class. The questionnaire was distributed to 414 students and a completed form was returned by 191 students. The questionnaire consisted of fourteen questions about participation in trips, preferred destinations, types of trips, main reasons for skipping school trips. Results of the survey are discussed in Kugiejko [2015]. They became the basis for explaining the problem of the declining interest in school trips.

– Stage 2: a series of focus group interviews were conducted in between 6 and 10 June 2016, in which a group of students were able to freely express their opinions and also propose new ideas. This technique in some respects resembles activities of creative groups [Barbour 2011; Liamputtong 2011; Campbell-Price 2014]. The main advantage of FGI is the opportunity to observe natural social interactions between participants of the meeting. Being closer to real life situations, FGI are characterised by a considerably less artificial behaviour on the part of respondents, facilitate emotional disclosure and foster the generation of new, creative solutions [Krueger, Casey 2000; Greenbaum 1998; Fern 2001]. As a qualitative research method, FGI can be used both as an independent research technique and in combination with other quantitative and qualitative techniques. The most frequent criticism of FGI is its lack of representativeness. Its application is therefore more justified in studies aimed at clarifying and explaining a social phenomenon; collected opinions can then serve as the basis for further quantitative or qualitative research [Litosseliti 2005; Stewart, Shamdasani, Rook 2007; Barbour, Kitzinger 2001; Canosa, Graham 2016].

– Stage 3: a participatory design study conducted in May 2017, during a school trip attended by 44 students (secondary school classes) and 5 teachers, to collect data about students, for the purpose of triangulation to supplement the quantitative data from the questionnaire survey and qualitative data from focus group interviews. The final outcome was the development of a common position shared by all the participants (students and teachers) on the principles of organizing school trips, identification of problems encountered in the process of organising such trips and possible cooperative solutions. The results of the study along with recommendations on how to organize school trips are presented in the article by Zajadacz, Kugiejko [2017].

This article presents the results of the second stage, collected during focus group interviews held in 2016 during a school trip (in the place of accommodation) in three equal-sized groups of students aged 17-18. 41 students (23 girls and 18 boys) participated in the FGI, 3 students refused to participate in the next stage of the study. The participants in each group differed in terms of class profile, age and gender. Each interview lasted about 2.5 hours. The following issues were raised:

¹ Mikołaj Kopernik Secondary School in Puszczykowo, Poznański district.

1. Advantages and disadvantages of school trips and personal travel (organization, cost), finance)
2. Proposing destinations, regions, countries to visit during a one-day school trip with classmates.
3. Choosing a destination, a region for a longer school trip (minimum 3 days) for a group of teenagers (planning the itinerary and main activities).
4. Choosing preferred trip companions.

Before the interview, the participants received a preliminary question the purpose of which was to relax the atmosphere, encourage sincerity and remind them that a difference of opinions is something natural.

The following section contains selected results obtained in the entire research cycle including all three stages (questionnaire, FGI and participatory design), which reflect the opinions of young people concerning the organization of school trips, with special emphasis on factors that discourage them from participating in such trips. Detailed results from the second stage (FGI) are supplemented by selected findings from the first and third stages (to provide a better insight into the problem addressed in this article).

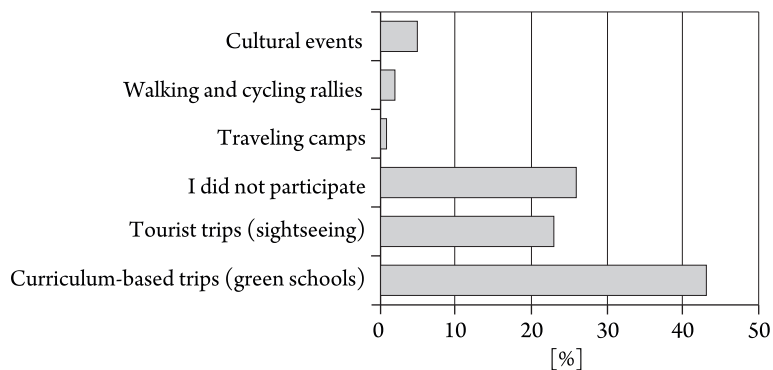
4. Research results

4.1. Questionnaire survey results – reasons for not participating in school trips

Opinions collected from 191 respondents provide information about their participation in school trips. In the school year 2013/2014, 23% of the respondents took part in a one-day trip, 2% in a longer trip, 49% participated in both kinds of trips. 26% of the respondents did not take part in any trip organized by the school (Chart 1).

As regards the trip category, 43% were curriculum-based trips (green schools, trips initiated and organised by teachers to complete the curriculum requirements) and 33% were extra-curricular trips. Sports activities or active tourism accounted for a small percentage of all trips [Kugiejko 2015]. Students’ interest in school trips varied. Over half of all respondents (55%) stressed that they “prefer going on any trip to spending time at school”, while 20% reported that they were reluctant to participate in any school trips.

The surveyed students were primarily interested in “active” learning and the experience of visiting places. The respondents expressed preference for experimental field work (collecting water, soil samples, experiments) in contrast to trips mainly involving sightseeing and “passive” learning (trips to places related

Chart 1. Participation in different types of school trips ($n = 191$)

Source: Kugiejko 2015.

to culture and history, such as museums, theatres, operas, etc.). For the majority of students (71%), these are the least interesting types of trips, which they are reluctant to participate in. In response to the question “what does a trip mean for you?”, one student provided the following definition: “A trip is a new challenge, such as canoeing, going out, exploring a new environment, meeting new people, going to a distant place”.

Other responses mentioned free time, carefree time, good fun (52%), while for 32% of respondents a trip is mainly a break from school activities. For the majority of respondents (81%), the main problem is the insufficient number of school trips that satisfy interests of young people.

Another reason for students’ reluctance to participate in school trips is their poor quality, which means an unattractive program (considering the price), “boring guides”, lack of sports activity and an insufficient amount of free time. For 71% of respondents, these factors are the main reason for skipping school trips. Other reasons include individual reluctance to travel (17%) and lack of financial resources (12%).

According to 54% of students, it is common practice to outsource the organization of school trips to travel agencies or tour operators (teachers who rely on the services and trip programmes prepared by tour operators do not get involved in their preparation and implementation leaving it to guides and tour leaders, who do not know the needs of students).

Solutions proposed by the students in response to the question about what can be done to encourage young people to participate? Included ideas such as better cooperation between teachers and students by getting them involved in the planning process (67%), or including a greater variety of sports and recreation activities. The young people emphasized that various forms of activity dur-

ing a trip (e.g. canoeing) are good fun (65%), a form of cooperation in the group (20%), something new (9%). Only 11 people (6%) did give any suggestions [Kugiejko, 2015].

4.2. Interview results

The participants of focus group interviews had no difficulty in listing advantages and disadvantages of school trips in the context of tourist travel (Table 1).

Participants in one of the groups said: “In our opinion, finding drawbacks in tourist trips, including school trips, is unnecessary, because all travel shapes our character, makes us open to the world around us, broadens our horizons”.

Respondents also emphasized that letting young people decide how to organise school trips has a positive effect on their attitude towards such trips by helping

Table 1. Advantages and disadvantages of school trips and individual trips

Advantages	Disadvantages
Tourist trips (organized)	
<ul style="list-style-type: none"> • rest, relaxation • a break from daily routine • new impressions and experiences • active forms of spending time (kayaking, sports activities, outdoor games) • getting to know the history, nature, culture and religion of the visited area • meeting new people (integration) • getting to know yourself, your strengths and weaknesses • acquiring new skills 	<ul style="list-style-type: none"> • unfulfilled expectations regarding accommodation (room size, food, high costs, general conditions) • the risk of getting lost • the risk of theft • conflicts • in organized trips, time constraints, having to stick to a fixed schedule and no possibility to manage time individually • frequent monotonous and unattractive guided tours
School trips	
<ul style="list-style-type: none"> • opportunity to acquire information in a practical and interesting way (experiencing through many senses) and broaden your knowledge • creative and interesting activities • integration of the entire group by spending time together 	<ul style="list-style-type: none"> • lack of good organization (e.g. badly planned day, the lengthy process of hotel room assigning rooms) • information overload, too many facts delivered over a short period of time • insufficient free time for rest
Tourist trips (individual)	
<ul style="list-style-type: none"> • being able to stay with family, friends or partners • independence 	<ul style="list-style-type: none"> • ability to make individual plans • no group discounts (travel with family, friends)

Source: own study.

them become more aware and responsible participants, who are able to notice and appreciate the work done by teachers and tour organizers.

FGI are a good tool for eliciting opinions and feelings, which is why they often include discussions on abstract topics and creative use of imagination. They can help to elicit views that are difficult to express. In this study, the participants had to choose a hypothetical place where they would like to organize a one-day school trip for their classmates and for a group of friends from outside the school. The discussion had the form of a problem solving session in which a proposed solution was the starting point for a discussion on the action plan, including a list of features that young people find to be the most interesting during trips. The discussion revealed specific expectations concerning possible destinations the students would like to visit. Individual preferences included activities with a high dose of adrenaline and the element of variety, i.e. a trip programme with numerous attractions:

“The best aspect of one-day trips is a combination of entertainment and sightseeing. A good balance between time spent sightseeing and free time is very important. The program for an organized group – a school trip – should be a combination of learning and playing.”

After analysing numerous ideas proposed in the discussions (in 3 groups), three places were chosen that meet the needs of young people:

- the educational and historical aspect – a visit to Auschwitz-Birkenau, the largest of German Nazi concentration and extermination camps. This choice was justified by the following opinion: “Bearing in mind the knowledge gained in history lessons, we want to verify what we’ve learned and get to know this historical topic better.”

- the educational-recreational-health aspect – a visit to the Inwald theme park, located in a village in the district of Wadowice. It is home to a complex of theme parks: the World of Miniatures, Dinolandia, the Inwald Fortress and the Garden of John Paul II;

- the tourism and recreation aspect – a sightseeing tour of the city of Wrocław, including a walk around Wrocław, historic tram rides and a visit to the Wrocław ZOO.

In the next stage of the interview, the respondents were asked to propose a place or a region which, in their opinion, would satisfy the needs of their peers – a multi-day school trip (at least 3 days). A number of different ideas was proposed, with some respondents being in favour of active rest combined with sightseeing, and others opting for “taking things easy”. Despite these differences of opinions, everyone was in agreement that the key thing is to keep the balance between sightseeing and rest: “During long trips, what matters most to us is not to be too tired or bored with long sightseeing. An opportunity to rest in comfortable conditions (good standard of accommodation facilities) is also important”.

The following destinations were proposed for an interesting multi-day trip:

1. Bieszczady Mountains: – a three-day trip featuring field activities with a guide (a trek to the Tarnica summit) and a visit in the town of Solina and its main tourist attraction – the Solina Dam. In the evenings – integration activities. The return journey would include a few hours’ stopover in Cracow.

2. The city of Kielce, with the following justification: “This trip would be not only an opportunity to become more familiar with the history and culture of the city and the region, but would also help us to integrate as a group through joint and creative forms of spending time together.” The plan for the first day included a tour of the city and a relaxing evening in the Aquapark. The second day: sight-seeing until noon, and field activities (paintball) in the afternoon. The last day would be a chance for students to explore the old town according to the preference.

3. Zakopane and the Tatra mountains: “A four-day trip to Zakopane would be a great way to spend time actively”. The plan included field lessons every day until noon – classes in the Tatra National Park (getting to know the geological structure, fauna and flora). The students would stay in a mountain hostel, where integration classes would be organised in the afternoons.

It is worth noting that most of the students were fairly ignorant about key aspects of organizing trips, particularly when it comes to estimating the time required for various items of the program including the time of travel between different places. For example, the proposed trip to Bieszczady, including a visit to Solina and in Cracow could not realistically be organized in just 3 days.

The last question discussed during the interviews was preferred travelling companions. The moderator deliberately did not specify the type of trip – a school trip or individual trip. In each group, the focus was mainly on organized trips, school trips. One person made the following comment: “Tourist trips are a form of learning, firstly by visiting various places, and, secondly, by meeting strangers. A lot depends on how large the group is. For a tourist trip, I would go with my school friends but also with an adult who has experience and knowledge that could show us around.”

In the second group, the discussion also focused on trips in which young people are accompanied by teachers. “A well-organized group of youngsters can handle every situation. The older support the younger or less-informed, helping them in tasks they find difficult. You do not often have to ask for help, because experienced friends can skilfully conduct classes and share tasks in a group. It’s all a matter of well-mastered skills of teamwork, the desire to meet new people and a high level of personal culture. Participation in various types of activities or group games is much more pleasant when adults and teenagers (of different ages) form a harmonious team.”

Teachers see adolescents not only as a group that one can work with fruitfully but as good company one can spend free time with (outdoor games, puns, sports and recreation activities). According to one respondent, “It is crucial to create a positive atmosphere during the trip [...] I think that many school trips are of good quality, although there are far too few of them. Such trips (especially longer ones) bring a lot to our school life, giving us a chance to demonstrate our skills, become independent and improve our fitness.”

At the end, the students were asked to list benefits of traveling with different categories of companions:

- friends – freedom, independence, lack of control, good fun, ease of making contacts, similar interests;
- parents – provide transport, cover travel costs, give a sense of safety;
- teachers, classmates – a fixed trip schedule, a chance to gain useful life experience for the future, an opportunity for integration, spending time together.

4.3. Participatory design results

Using the format of participatory design [Spinuzzi 2005], the students presented their own preferences regarding school trips (Table 2). This method is a particularly effective tool for collecting rich, qualitative, multi-layered data by engaging the participants in the process of collaboration. By getting involved in trip planning students start to share the responsibility for the final outcome. Insights gathered at this stage provided additional qualitative input supplementing information collected during focus group interviews and quantitative data from the survey, all of which served the purpose of triangulation.

5. Discussion

As regards the two basic types of school trips – curriculum-based and extra-curricular [Ritchie, Carr, Cooper 2003, 2008; Carr 2011; Campbell-Price 2014], students’ participation in the second type of trips was found to be smaller, probably because it depends on individual decisions of students and their parents. Moreover, in line with the findings made by Larsen and Jenssen [2004], one of the reasons given for why school trips are attractive is “to get away from school”. The collected data confirm the trend identified by Kugiejko [2015, 2016a, 2016b] showing the declining attractiveness of school trips as such.

The study provided data about students’ reasons for not participating in school trips and about their expectations regarding trips they would be inter-

Table 2. Students’ opinions about school trips [%]

Question	Not important	Important	Very important
What new experiences can you get during a school trip?			
• meeting new people, strengthening ties with friends	0	34	66
• unforgettable impressions, memories	7	32	61
• physical fatigue and lack of sleep	66	32	2
• tips on how to care for safety while traveling	27	39	34
• getting to know new places, lots of interesting information	20	64	16
• good fun, lots of laughter, joy	0	12	89
• experience, useful in individual trips	2	43	55
• confirmation and broadening of the knowledge acquired at school	39	43	18
What do I expect from school trips?			
• better integration with the class	7	28	65
• a break from school, teachers and parents	0	2	98
• getting to know new places	2	24	74
• nice traveling companions	0	43	57
• fun, nice time spent	0	9	91
• freedom and free time	0	12	89
• a chance to learn new things, test your own abilities, e.g. in the mountains	7	39	50
• good organization of travel, sense of security	23	57	20
• good local food	40	28	32
What are the downsides of school trips?			
• teachers want to convey too much information, “a very tight schedule”	2	7	91
• getting up early	0	12	89
• additional tasks – worksheets, learning	7	39	50
• no slack, no time off	0	9	91
• some students disregard the rules and prohibitions and cause problems	28	32	40
• accommodation in a low standard hostel	7	50	43
• boredom, lack of sports activities	2	7	91
• long shower queues	24	74	2
• monotonous food	28	32	40
• insufficient time for sleep after a busy day	7	32	61

Table 2 – cont.

Question	Not important	Important	Very important
What can be improved in the organization of school trips?			
• integration activities, groups games, a camp fire	7	39	50
• more efficient organization of accommodation	28	32	40
• less sightseeing with tour guides – especially older and boring ones	0	9	91
• a reminder about health and safety rules before going to the mountains or other activities, e.g. kayaking	23	57	20
• communication between students and teachers (what we want and what we can do)	8	74	18
• better standard of accommodation	40	37	23
• less control (e.g. time for shopping)	0	9	91
• more free time	0	5	95
• less haste in sightseeing (“we run from place to place”)	7	39	50
• more varied meals	8	74	18

Source: Zajadacz, Kugiejko 2017 (number of respondents $n = 44$).

ested in, which are related to all the functions of school trips presented by Alejziak [2000], Zajadacz and Kugiejko [2017], especially the integrative function, but also the educational and health function (thanks to active forms of spending time). The results are in line with the findings presented by Larsen and Jenssen [2004], emphasising the importance of the social motivation of students' travel decisions (“doing things together”).

Being together refers not only to the peer group, but also to teachers and educators, from whom young people can learn how to organize trips. Students in fact expect school trips to be a learning opportunity, which can be categorized as self-guided or facilitated learning [Pitman et al. 2010; Vande Berg, Paige, Lou 2012], which continues in adult life. From the perspective of general social values, school trips can be treated as a form of “field workshops” which prepare young people for responsible and sustainable tourism. As noted by Campbell-Price [2014], such long-term effects of school trips still require monitoring and evaluation. It would also be interesting to compare effects of school trips organized by schools with those prepared by tour operators, especially in view of critical comments concerning the latter found in Zaleskienė and Dobkevičienė-Džiovėnienė [2007].

6. Conclusion

According to the studies described in this article, three fourths of the responding students participated in school trips in analysed school year. However, every fifth student admitted that their participation was reluctant. The reason for this reluctance was mainly the way such trips are organized, especially the aspect of “passive” sightseeing. For nearly three fourths of respondents being merely a recipient of information was a disincentive to participating in another trip.

The decision not to participate in trips is also motivated by the fact that very few trips satisfy young people’s interests and those that are offered are often of low quality, which means unattractive schedule (inadequate for the price), “boring guides”, lack of sports activities and an insufficient amount of free time. Other reasons for skipping trips had to do with individual reluctance to travel or financial problems.

School trips that young people would like to attend are mainly trips that are an opportunity to gain experience through activities. Given the current accessibility of information, via mobile phones, young people’s expectations concerning school trips are less to do with gaining knowledge but focus more on active exploration, experiencing and experimenting. The respondents were overwhelmed and discouraged by the amount of information provided by “boring” guides. With respect to planned trips, they also said that they wanted to verify the information learned in history lessons directly in the place associated with a given event.

When it comes to organized school trips, most of them were subject-oriented or sightseeing trips (focused on sightseeing); according to the students, there were not enough trips involving active tourism, sports or entertainment-oriented, which represent students’ actual preferences. Students would like to see more trips with a diversified programme, including opportunities for integration with other peers, more understanding on the part of the teachers, a chance to meet new people, to experience the world through many senses, including culinary experiences.

The organization of trips was a problem the students raised quite frequently. They complained about a very busy schedule, too little time off or insufficient time for rest. It must be remembered that, from the perspective of the organizers, an intensive programme and with little amount of free time facilitates supervision and helps to ensure the safety of trip participants. When expressing their expectations concerning school trips and when actually making travel plans, the students demonstrated a lack of specific knowledge and skills in the area of trip organization (e.g. they failed to take into account some key aspects such as the need to reserve time for journeys). The respondents expressed hope that by participating in school trips they would learn how to organize their personal trips.

According to the young respondents, school trips should be organized in the atmosphere of partnership, with better cooperation between teachers and students in the planning process and during the actual trip. This expectation seems particularly important when, as is increasingly the case, school trips are not organized directly by teachers but are purchased as a special tourism service provided by tour operators, where young people are treated as customers representing a segment of the tourism market. For school trips to serve their purpose (educational, educational, health), it is necessary to involve young people not only in the process of trip planning but also in the implementation of the trip programme so that they also responsible for what happens during the trip. This requires thoughtful preparation that could be part of educational or subject activities (e.g. part of nature, geography, history or social knowledge classes). The unique character of school trips should be emphasized through a practical approach and joint organization. Students' involvement in developing a trip programme under the guidance of teachers is the first step to organising exciting and engaging school trips. Many solutions can be introduced in the school environment before they are implemented in the organisation of trips. The purpose of the participatory design study was to improve the way school trips are organised and to align them with students' expectations, remembering that young consumers are increasingly aware of their needs, seeking new forms of activity that will give them satisfaction and rest.

The findings of this study, which provide insights into the perspective of young people, can help trips organizers (schools and tour operators) modify their programmes accordingly by taking into account the postulates of young people, while enabling them to participate and gain valuable experience in the process. In the long-term, this can have a positive effect on the development of responsible and sustainable tourism.

The identified reasons for students' reluctance and actual refusal to participate in organized tourist trips are also relevant for tour operators. They reflect observed and forecasted directions of change in the tourism market, manifested by a decline in conventional services (such as the collapse of travel offices, including the Thomas Cook Group) and the growth of individual, personalized travel.

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Organizacja współczesnych wycieczek szkolnych – zrozumieć perspektywę młodzieży

Streszczenie. Głównym celem badań było rozpoznanie opinii młodzieży na temat organizacji wycieczek szkolnych, w tym czynników, które powodują niechęć do uczestnictwa w wyjazdach czy rezygnację z wycieczek szkolnych. Cykl badań został przeprowadzony w latach 2013-2017 przy zastosowaniu metody triangulacji: podejścia ilościowego (ankieta) i jakościowego (wywiady grupowe, projektowanie partycypacyjne). Wyniki badań pozwoliły na scharakteryzowanie uczestnictwa uczniów w wycieczkach szkolnych, organizowanych zarówno w ramach programu nauczania (*curriculum-based*), jak i poza nim (*extra-curricular*), ponadto opinii uczniów (pozytywnych, negatywnych) na temat organizacji wycieczek szkolnych oraz przyczyn rezygnacji z tego typu wyjazdów. Wnioski końcowe wskazują, że włączenie opinii młodzieży w organizację wycieczek szkolnych przyczynia się do kształtowania ich poczucia decyzyjności i odpowiedzialności za przebieg wyprawy. Wyniki badań mają znaczenie zarówno poznawcze, jak i praktyczne z punktu widzenia potrzeb młodzieży, nauczycieli, przedsiębiorstw organizujących wycieczki szkolne, a także w szerokiej i długoterminowej perspektywie społecznej – dla rozwoju odpowiedzialnej i zrównoważonej turystyki.

Słowa kluczowe: turystyka szkolna, wycieczki szkolne, turystyka młodzieży, projektowanie partycypacyjne