

Impact of Visual Aid in Creating Awareness about Sustainable Tourism in School Students

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Abstract

Picnics, trips and excursions are a common practice in almost all schools of Nagpur. Thus, picnics of school students become a very important tourist segment of our country which can be systematically trained for sustainable tourism and guided during travel by the teacher leader. There is a need to create awareness about sustainable tourism in schools. The present research focuses on using visual aid as a pedagogical tool to enhance awareness about sustainable tourism in school students. For this, it was necessary to find the motivation of schools in their choice of travel destinations and to check the level of importance given to sustainable tourism while deciding the destination. The next objective was to understand the level of awareness regarding sustainable tourism in teachers, parents and students. The research was aimed at educating the parents, teachers and students such that their perspective of school tourism changes by way of a visual aid created by the researcher in the form of a video. In this research project, a pre-post impact analysis of a video created by the researcher explaining sustainable tourism was tested on parents, teachers and students from various schools in Nagpur. A survey of 150 participants including school teachers, parents and students was conducted in two phases, once before the experiment and the second after the experiment. The experiment constituted the video screening. The observations of both phases were recorded. Statistical analysis of the data was carried out by applying A Class student writing a paper with this extensive research and it was found that visual aid had a significant effect on enhancing the awareness level of sustainable tourism.

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INTRODUCTION

Picnics or excursions are a common practice in almost all schools carried out at least once a year. Generally, each school has 13 classes (pre-primary, primary, middle and high school) with minimum two sections for each class. Each section has a minimum of 40 students, making a total of minimum 1,000 students per school. If Nagpur alone is considered with a minimum of 1,000 (1/3 of total number) schools (Table 1) there will be a minimum of one lakh students who go for picnics every year. If the entire country is brought under focus, the number will indeed be very huge.

Table 1
Number of Schools (2017)

| | |
|------------------------|-------|
| Pre-primary Schools | 1,029 |
| Higher Primary Schools | 1,739 |
| Secondary Schools | 177 |

Source: <http://nagpur.gov.in/htmldocs/glance.htm>

Thus, school students going for picnics become a very important tourist segment of our country. If this segment is concentrated upon and turned towards sustainable tourism, the future of tourism in India will be very bright. The schools will then become the torchbearers of sustainable tourism. However, there is a need to create awareness about sustainable tourism in schools. The present research focuses on using visual aid as a pedagogical tool to enhance awareness about sustainable tourism in school students.

REVIEW OF LITERATURE

According to Ritchie and Coughlan (2004) school excursion tourism is a relatively underresearched and poorly understood segment of the tourism industry. They studied the travel motivations of the schools and found that sustainable tourism was not one of the motives. In a study conducted by Dale (2013) on school tourists, factors such as safety, cost effective accommodation, relevance to studies, access to destination, historic and cultural attractions, learning in a new environment, recreational opportunities, changing school routine and attractions with scientific merit were considered to make tourist destination decisions. Sustainable tourism was not considered a factor for travel decisions. Similar research studies conducted by around 200 researchers were compiled by Wilson and Richards (2004) as 'A Bibliography of Research and Publications' which dealt with student tourism, none of which considered sustainable tourism as a prime factor.

STATEMENT OF NECESSITY

It is necessary to make students aware about sustainable tourism so that the entire nation becomes educated. It is therefore necessary to make sustainable tourism a motive to plan school picnics and excursions. There is a need to create awareness about sustainable tourism in schools as it is a very large segment of the tourism industry which can be systematically

trained for sustainable tourism. Thus, a simple and effective way needs to be added to the pedagogy to aid in the process of enhancing sustainable tourism in school students.

OBJECTIVES OF THE RESEARCH

1. To understand the impact of visual aid in enhancing awareness about sustainable tourism in school students
2. To understand the motivation of schools in their choice of travel destinations for students (picnics and excursions) and to check the level of importance given to sustainable tourism while deciding the destination
3. To understand the level of awareness regarding sustainable tourism in parents, teachers and students
4. To educate the three stakeholders (parents, teachers and students) of school tourism such that their perspective of school picnics shifts towards sustainable tourism

HYPOTHESIS

The video designed by the researcher will aid in enhancing awareness about sustainable tourism in school students.

METHODOLOGY

The research was conducted in three phases. The same sample was retained for all three phases of the research. The sample was collected using random sampling method. Three schools from Nagpur were

selected randomly for the study. A total of 50 students, parents and teachers were selected randomly from these three schools for data collection.

PHASE I: PRE-EXPERIMENT PHASE

A survey of 150 participants from three schools of Nagpur including 50 school teachers, parents and students each was conducted after explaining to them the purpose of the research. Parent-teachers' meeting day or open forum day was chosen to collect the data as all the three stakeholders—teachers, parents and students are available in the same place at the same time. Permission was sought from the school authorities to conduct research. An open-ended questionnaire consisting of only one question was given to the parents and students. They were asked to list five most important aspects of sustainable tourism. A separate questionnaire with the following three questions was given to the teachers. The questions were basically designed to find out the motivation of schools behind planning the excursion for students. The reasons for their choice of a particular travel destination were collected through the questionnaire. The importance given to sustainable tourism as a reason was assessed. The questions included in the questionnaire for teachers are as follows.

1. Do you take your students for a picnic or excursion?
2. What is your criteria for selection of the tourist destination?

3. Do you know what is sustainable tourism? List five most important aspects of sustainable tourism.

PHASE II: DESIGN OF EXPERIMENT

A video was developed using VideoPad Video Editor which is a video editing application developed by NCH software. The photos were either clicked or downloaded from Google related to each of the aforementioned ways to make tourism sustainable. The photos were then merged in a video format with the voice-over given by the author. The video was then sent for validation to three experts from the area of tourism marketing. The duration of the video was limited to one minute 55 seconds so that the interest of the audience could be maintained. It was shared on social media via YouTube, WhatsApp, Facebook, Pinterest, Google Plus, e-mail, etc. It was also showcased in schools during the data collection phase.

The video covered the following important aspects of tourism.

Definition of Sustainable Tourism

It is a concept of visiting a place as a tourist and trying to create only a positive impact on the environment, society and economy. (Jonanna Read, April 25, 2018)

Ways to make tourism sustainable

- No littering
- Being considerate about the environment one is visiting
- Avoiding excessive waste creation (zero waste)

- Reducing energy consumption
- Conserving water
- Educating oneself before going to a tourist place
- Not purchasing or eating endangered species or products
- Supporting local economy by buying local handicrafts
- Eating local, seasonal food to decrease the carbon footprint
- Using public transport for tourism

PHASE III: POST EXPERIMENT PHASE

After taking permission from the school authorities, the video was shown to the parents, teachers and students on the same day when the pre-experiment phase was conducted. The video was screened in the school auditorium on a projector screen. After the video designed by the researcher was shown to the parents, teachers and the students, they were again asked to list five important aspects of sustainable tourism in an exactly similar manner as in the pre-experiment phase.

OBSERVATIONS

Pre-experiment Phase

Parents: Out of the 50 parents surveyed, only 11 could enlist at least one aspect of sustainable tourism and rest of the parents could not enlist anything related to sustainable tourism. They were categorised as 'aware' and the remaining 39 were categorised as 'unaware'.

Students: Out of the 50 students surveyed, 26 could list at least one aspect of sustainable tourism whereas rest of the students could not enlist anything related to sustainable tourism. They were categorised as ‘aware’ and the remaining 24 were categorised as ‘unaware’.

Teachers: In response to the first question, it was found that all the three schools take their students for picnics or excursions.

In response to the second question, it was found that schools select the tourist destination based on the following criteria.

1. Nearness to the school (distance)
2. Easy availability of transport
3. Safety of students

Age wise—entertainment for primary school students, culture/heritage sites, for middle school students, and education for high school students.

In response to the third question, it was found that though all the 50 school teachers responded to the question in the affirmative, only 31 could enlist at least one aspect of sustainable tourism. They were categorised as ‘aware’ and the remaining 19 were categorised as ‘unaware’.

Post Experiment Phase

Parents: Out of the 50 parents surveyed, 37 enlisted at least one aspect related to sustainable tourism correctly. They were categorised as

‘aware’ and the remaining 13 were categorised as ‘unaware’. Parents promised to educate themselves and their children and aid in the cause of making tourism sustainable.

Students: Out of the 50 students surveyed, 42 could enlist at least one aspect related to sustainable tourism. They were categorised as ‘aware’ and the remaining 8 were categorised as ‘unaware’. The students promised to follow all rules to make tourism sustainable.

Teachers: 48 teachers could enlist at least one aspect of sustainable tourism. They were categorised as ‘aware’ and the remaining two were categorised as ‘unaware’. The teachers also promised to design their future travel by keeping sustainable tourism as their primary motivation. They also promised that the students of their school would in future be provided extra sessions to educate them about sustainable tourism.

DATA ANALYSIS

The data collected through the questionnaire in Phase I and Phase II was analysed using McNemar Test (Tables 2 and 3). A pretest and post test analysis was conducted by way of this statistical technique.

On application of the McNemar test, assuming $\alpha=0.05$, it was found that there is a significant impact of the video on enhancing the education level of the parents, teachers and students alike. The p-values for all the

Table 2
Descriptive Statistics

| Sample | Experiment | Sample Size (N) | Mean | Std. Deviation |
|----------|------------|-----------------|------|----------------|
| Parents | before | 50 | 1.78 | 0.418 |
| Students | before | 50 | 1.48 | 0.505 |
| Teachers | before | 50 | 1.38 | 0.490 |
| Parents | after | 50 | 1.26 | 0.443 |
| Students | after | 50 | 1.16 | 0.370 |
| Teachers | after | 50 | 1.04 | 0.198 |

Table 3
McNemar Test

| | Parents | Students | Teachers |
|-------------------------|---------|----------|----------|
| N | 50 | 50 | 50 |
| Chi-square (a) | 24.038 | - | - |
| Significance (p) | 0.000 | 0.000(b) | 0.000(b) |

participants were found to be 0.000 ($p < \alpha$). The mean awareness level before the experiment was towards 2 (where 2 means unaware) whereas after the experiment the mean awareness level shifted towards 1 (where 1 means aware). Based on these results, it was found that the video (visual aid) played a significant role in enhancing the awareness of parents, teachers and students alike. The technique can be effectively used in schools to enhance awareness about sustainable tourism in school students.

FINDINGS

1. The awareness level of parents, teachers and students regarding sustainable tourism was less, prior to the showcasing of the video and it increased substantially after the visual aid was used.
2. The impact of the video was clearly visible in the pretest and post test analysis done using McNemar test.

CONCLUSION

Visual aid can create a visible impact on enhancing awareness about sustainable tourism in school students.

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