



STUDENTS' ATTITUDE TOWARDS EDUCATIONAL TOUR

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ABSTRACT

Educational tours are an important experiential learning strategy that provides students with opportunities to connect theoretical knowledge with real-life situations. The present quantitative study aims to examine the effectiveness and educational significance of educational tours among school students. The study focuses on students' perceptions regarding learning outcomes, knowledge acquisition, interest and motivation, social interaction, and practical understanding gained through educational tours. A descriptive survey method was adopted for the study. Data were collected from a selected sample of school students using a structured Educational Tour Effectiveness Scale developed by the researcher. The collected data were analysed using appropriate quantitative statistical techniques such as mean, standard deviation, and t-test, depending on the nature of the variables and research objectives. The findings are expected to provide empirical evidence regarding the contribution of educational tours to students' academic and experiential learning. The study also seeks to identify whether students' perceptions of educational tours differ according to selected demographic variables such as gender, class, and type of school. The findings may be useful for teachers, school administrators, curriculum planners, and educational policymakers in designing and implementing meaningful educational tour programmes. The study highlights the importance of integrating experiential activities with classroom instruction to promote active, practical, and learner-centred education.

KEYWORDS: Educational Tour, Experiential Learning, School Students, Learning Outcomes, Educational Effectiveness, Quantitative Research, Descriptive Survey.

INTRODUCTION

An educational tour, often referred to as a field trip, is an integral part of modern teaching-learning processes that extends education beyond the classroom. It involves organized visits to places of academic, cultural, industrial, or environmental significance, allowing students to gain firsthand knowledge and practical exposure. In recent years, there has been a growing shift from traditional lecture-based instruction toward more experiential and student-centered approaches, where learners actively engage with real-world contexts. Educational tours play a crucial role in this transformation by bridging the gap between theoretical knowledge and practical application.

The primary objective of an educational tour is to provide students with opportunities for experiential learning. Through direct observation, interaction, and participation, students are able to develop a deeper understanding of concepts that may otherwise remain abstract when taught solely through textbooks. Such tours also promote critical thinking, problem-solving skills, and collaborative learning, as students engage in discussions, ask questions, and reflect on their experiences. Moreover, educational tours foster social integration by bringing together students from diverse social, economic, and cultural backgrounds onto a common platform.

Research studies have consistently highlighted the positive impact of educational tours on students' academic performance and attitudes toward learning. Scholars such as Hudak (2003), Kisiel (2006), and Nadelson and Jordan (2012) emphasize that students tend to retain knowledge more effectively when they are actively involved in hands-on experiences. These findings support the idea that learning is more meaningful when it is contextualized and connected to real-life situations. In addition to academic benefits, educational tours contribute significantly to the overall development of students. They enhance communication skills, independence, and adaptability, while also encouraging curiosity and a sense of exploration. Educational institutions and policymakers have recognized the importance of such activities; for instance, official guidelines like the Commission on Higher Education Memorandum Order No. 63, Series of 2017, define educational tours as structured off-campus learning activities conducted under expert supervision.

Given the increasing emphasis on holistic education and global learning trends, educational tours have become an essential pedagogical tool across different levels of education. This dissertation aims to examine the role, effectiveness, and impact of educational tours in enhancing students' learning experiences, with particular focus on their contribution to experiential learning and overall student development.

REVIEW OF RELATED LITERATURE

Generally, all the research studies are directly or indirectly related to the previous studies conducted by different researchers all over the world. In the present study, a careful review of the previous research studies in journals, books, dissertations, theses, educational abstracts, and other sources of information was done by the researcher. The researcher presents a brief review of research literature associated with the present study under investigation entitled 'attitude towards the 'Educational Tour' at Kalyani



University and Kanyashree University'. It is classified into two broad categories as Studies Conducted in India and Studies Conducted Abroad.

Studies in India

Devi (2019)¹ conducted a study titled *A Study on Perception towards Educational Tours among the College Students at Thanjavur City* to examine students' perceptions and attitudes toward educational tours. The study aimed to understand how educational trips contribute to students' learning, motivation, and future career opportunities. The research highlighted that colleges and universities provide knowledge and skills through various methods such as lectures, workshops, seminars, and educational tours, with the latter playing a crucial role in experiential learning. The findings revealed that students have a positive perception of educational tours, as these trips enhance their learning attitudes, interests, and motivation while promoting action-based learning. It was also found that although digital learning helps students update their knowledge, educational tours and field visits provide essential practical exposure. The study concluded that educational trips significantly contribute to students' overall development and career prospects. Therefore, it recommended that educational tours and field visits should be integrated into the academic syllabus wherever possible.

Bashistha (2021)² conducted a study titled *The Role of Educational Tour in Learning* to examine the importance of educational field trips, particularly in the context of tourism and geography education. The main objective of the study was to explore how educational tours function as effective tools in connecting classroom learning with realworld experiences. The study focused on students from previous and final-year geography programs, selected using a simple random sampling method. It also considered the attractions of interest most visited by students and how itineraries were formed. The findings revealed that educational field tours significantly enhance students' involvement in planning, implementation, and reflection, which in turn influences their learning outcomes. The study highlighted that such tours help develop students' interest in geography and improve their overall understanding of spatial concepts. However, it also pointed out that teacher education programs often do not adequately train educators in organizing and managing field trips. The study concluded that with proper planning and teacher training, educational tours can greatly improve geography literacy. It further suggested that institutions should promote cost-effective or inexpensive tour options to make such learning experiences more accessible, emphasizing that real knowledge of geography is best acquired through field tours.

Bhargava et al. (2024)³ conducted a study titled *Efficacy of Educational Tours for Achieving SDG 4 and PRME Goals* to examine how short-duration international educational tours (SDIETs) contribute to learning outcomes in management education. The primary objective of the study was to explore the diverse learning experiences of students and analyze how these tours function as educational tourism enablers in achieving sustainable development and responsible management education goals. The study employed a qualitative methodological triangulation approach, using thematic analysis to understand students' experiential learning outcomes based on Bloom and Krathwohl's taxonomy. Additionally, the researchers applied Interpretive Structural Modelling (ISM) and Analytical Hierarchical Process (AHP) to model and rank the learning outcomes. The findings revealed that SDIETs produce significant cognitive, emotional, and behavioural learning outcomes among management students. These outcomes were categorized as educational tourism enablers, providing valuable insights for educators, stakeholders, and policymakers. The study concluded that educational tours play a crucial role in aligning academic learning with industry skill requirements and enhancing experiential learning. It also highlighted that such tours contribute to achieving SDG 4 and PRME goals by improving the quality and relevance of management education.

Mehra et al. (2025)⁴ conducted a study titled *Theoretical Framework of Educational Tours and Their Importance in the Teaching-Learning Process* to examine the significance of educational tours in enhancing the overall teaching-learning experience. The primary objective of the study was to highlight the role of educational tours in connecting classroom learning with real-world experiences, particularly in subjects like science and social science. The study adopted a theoretical and conceptual approach, focusing on experiential learning and its impact on students' skill development. The findings revealed that educational tours play a crucial role in increasing students' motivation, interest, and understanding by providing hands-on experiences and opportunities for observation and interaction. It was also found that such tours promote essential skills such as teamwork, discussion, time management, and social interaction. The study emphasized that educational tours help bridge the gap between theory and practice by engaging students through active observation and the use of their senses. Furthermore, it highlighted the important role of teachers in planning, implementing, and reflecting on educational tours. The study concluded that despite their significance, educational tours are often underutilized in teacher education programs. Therefore, it recommended that greater emphasis should be placed on integrating educational tours into the curriculum to enhance students' learning outcomes and overall academic development.

Studies in Abroad

Uy et al. (2021)¹ conducted a study titled *Educational Tours as a Learning Tool to the Third-Year Tourism Students of De La Salle University-Dasmariñas* to examine the effectiveness of educational tours as a learning strategy among tourism students. The study also aimed to analyze the demographic profile of the respondents in terms of gender, section, number of educational tours joined, and monthly family income, and to determine whether significant differences existed between these variables and the students' assessment of educational tours. The researchers employed an exploratory research design and used random sampling to select third-year Bachelor of Science in Tourism Management students as respondents. Data were gathered through a survey questionnaire and analyzed using statistical tools such as weighted mean, frequency distribution, percentage, standard deviation, t-test, and ANOVA. The findings revealed that educational tours are a highly significant component of the tourism curriculum and



serve as an effective learning tool, supporting Kolb's Experiential Learning Theory. The study concluded that educational tours enhance students' experiential learning by providing practical exposure. It recommended that institutions organize affordable and well-planned tours that include exposure to foreign cultures, historical sites, various modes of transportation, interactive activities with locals, and seminars to develop professional skills and attitudes.

Nazir (2021)² conducted a study titled *Educational Benefits of Study Tours for the Students of Architecture in Karachi: A Case Study* to examine the importance of study tours in architectural education. The main objective of the study was to explore how study tours function as an effective educational tool in linking classroom concepts with real-world applications, as well as to understand students' attitudes toward such tours. The study adopted a qualitative research approach and was conducted among architecture students of Sir Syed University of Engineering and Technology, Karachi, who participated in study tours. Data were collected through a questionnaire and analyzed using a simple percentage method. The findings revealed that most students gained both enjoyment and knowledge from participating in study tours. It was observed that these tours provide opportunities for personal exploration, enhance collaboration between teachers and students, and help address teaching challenges faced in traditional classroom settings. The study concluded that study tours are essential in improving students' understanding and learning experiences by offering practical exposure. It further highlighted that such tours make learning more engaging and enjoyable while preparing students to face real-life challenges effectively.

Basri (2022)³ conducted a study titled *Communal Attitudes on English Educational Tourism in Eastern Indonesia* to explore local community perceptions of English Educational Tourism (EET) as an emerging concept in the tourism industry. The main objective of the study was to examine communal attitudes toward this innovation based on three dimensions: affective, behavioral, and cognitive. The research adopted an exploratory case study approach and collected data through an online self-perception survey and interviews with local community members. The data were analyzed using thematic analysis. The findings revealed that local communities generally hold positive attitudes toward the concept of a global village, recognizing its potential to contribute significantly to economic growth, education, and tourism development. It was also found that community members are willing to actively participate in promoting the initiative at a global level. The study concluded that English Educational Tourism can serve as a catalyst for enhancing economic development, improving English language education, and strengthening the tourism sector. Furthermore, it highlighted that the initiative can support the growth of small and medium enterprises in hospitality-related sectors such as transportation, accommodation, recreation, and food service.

OBJECTIVES OF THE STUDY- Researchers are framing the following research objectives-

1. To find out Educational Tour scores between UG and PG students.
2. To find out differences in scores based on gender.
3. To find out differences in scores based on residential background (Rural vs. Urban).
4. To find out score variations between Science and Arts streams.
5. To find out score differences between students of KU and KSRU.
6. To find out the impact of age (above 26 vs. 26 and below) on scores.
7. To find out the interaction effect of academic level and gender on scores.
8. To find out the interaction effect of academic level and locality on scores.

Hypothesis Of This Study

H01 : There is no significant difference in the mean score of Educational Tour between UG and PG student

H02 : There is no significant difference in the mean score of Educational Tour between MALE and FEMALE student .

H03 : There is no significant difference in the mean score of Educational Tour between RURAL and URBAN student .

H 04 : : There is no significant difference in the mean score of Educational Tour between SCIENCE and ARTS student .

H 05: : There is no significant difference in the mean score of Educational Tour between KU and KSRU student .

H06 : There is no significant difference in the mean score of educational tour between students aged above 26 years and student aged or below .

H07 : There is no significant difference in the mean score of educational tour between students UG MALE and PG MALE .

H08 : There is no significant difference in the mean score of educational tour between students UG Rural and PG Rural .



DELIMITATION OF THE STUDY

- The study is geographically limited to the Nadia district of West Bengal.
- The study is confined to students of the Department of Education of University of Kalyani and Kanyashree University.
- The study is limited to Undergraduate (UG) and Postgraduate (PG) students only.

METHODOLOGY OF THE STUDY

- **Method-** In the present study, the researchers used a quantitative approach and also followed a descriptive survey approach and Analysis for each item.
- **Variables-** Educational Tour
Categorical Variable: Gender (Male & Female), Locality (Rural & Urban), Students (Ug & Pg)
- **Population & Sample-** The population for this study consists of all undergraduate and postgraduate students currently enrolled in various higher education institutions across the Nadia district, West Bengal. Convenience sampling technique was employed for this study. Given the scope and time constraints, the survey was distributed to undergraduate and postgraduate students at Kalyani University and Kanyashree University. This approach allowed for the efficient collection of primary data from a target population within the Nadia district, ensuring that students from both institutions were represented in the final data set.

GENDER	UG	PG	TOTAL
MALE	50	46	96
FEMALE	40	68	108
TOTAL	90	86	204

- **Tools Used-** Based on the objectives of the present study, the Researcher developed a tool with the help of an expert. The researcher here developed a tool to measure knowledge and attitudes towards the semester system. Here, the researchers used a questionnaire for data collection.
- **Standardization-** All the standardization criteria were judged by experts. Due to time constraints, the separate standardization procedure could not be maintained.
- **Analysis Technique Used-** The data collected from the student participants were processed using both descriptive and inferential statistical methods to ensure a comprehensive analysis.

Descriptive Statistics: To establish the nature of the sampling distribution, descriptive statistics were applied. The Mean was calculated to determine the central tendency of the student attitudes toward educational tours. The Standard Deviation (S.D.) was utilized to assess the dispersion or variability of the scores.

Inferential Statistics: To move beyond basic observation and determine statistical significance, the t-test was adopted.

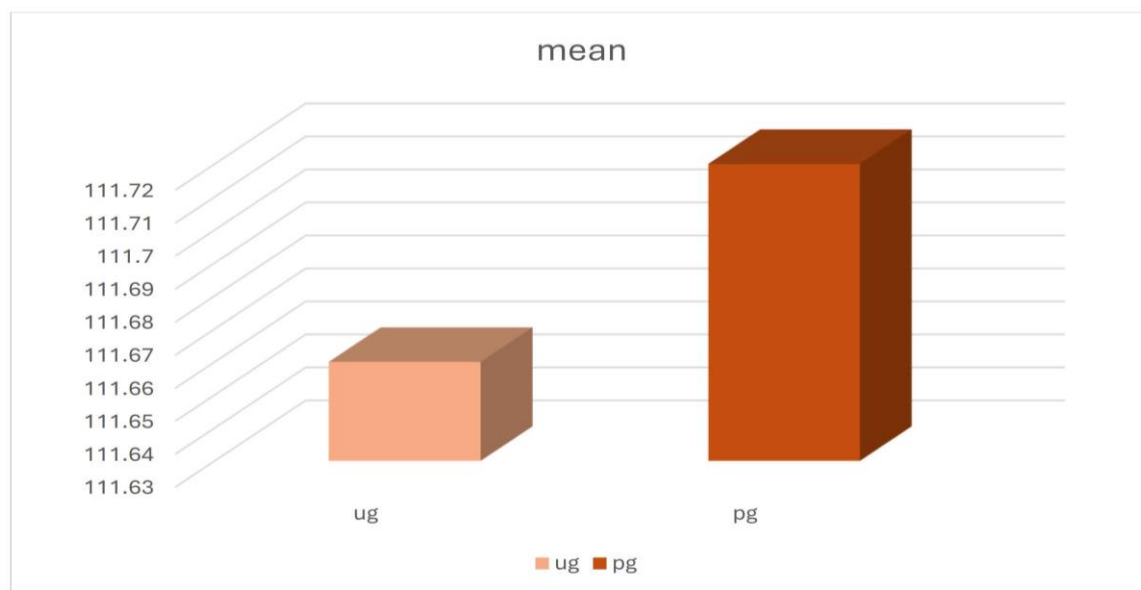
DATA ANALYSIS

Inferential Statistics

T -Test (Ug And Pg)

H₀₁ : There is no significant difference in the mean score of Educational Tour between UG and PG student

Types	Mean	SD	Df	T- Value
UG	111.66	17.84	384	0.033
PG	111.72	17.54		

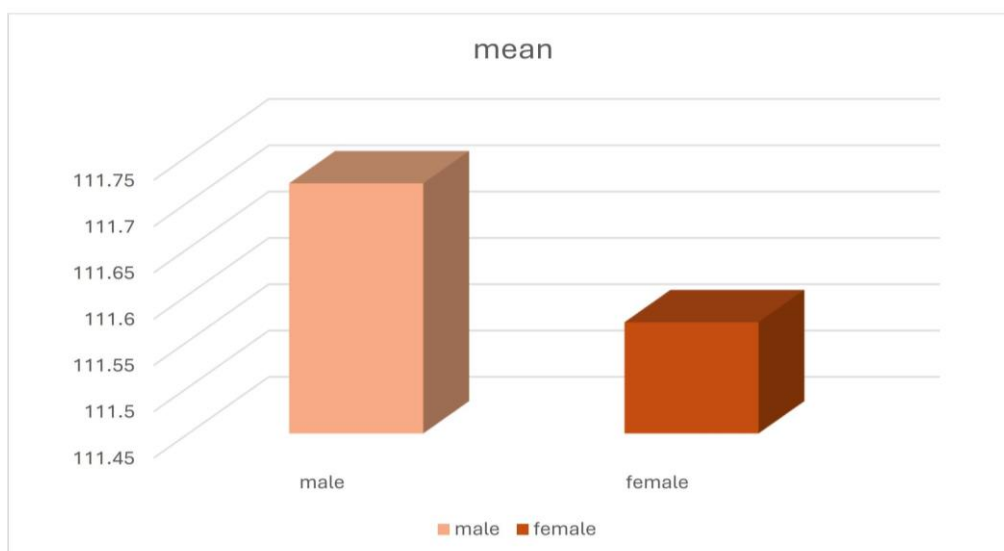


In the above table, the calculated value was found to be not significant, therefore, the corresponding null hypothesis (H_0) was accepted. As such, it could be inferred that there is a no significant difference in the mean scores of Educational Tour between UG and PG students. Researchers concluded that ug and Pg students are equal attach too educational tour.

T- Test (Male & Female)

H_{02} : **There is no significant difference in the mean score of Educational Tour between MALE and FEMALE student.**

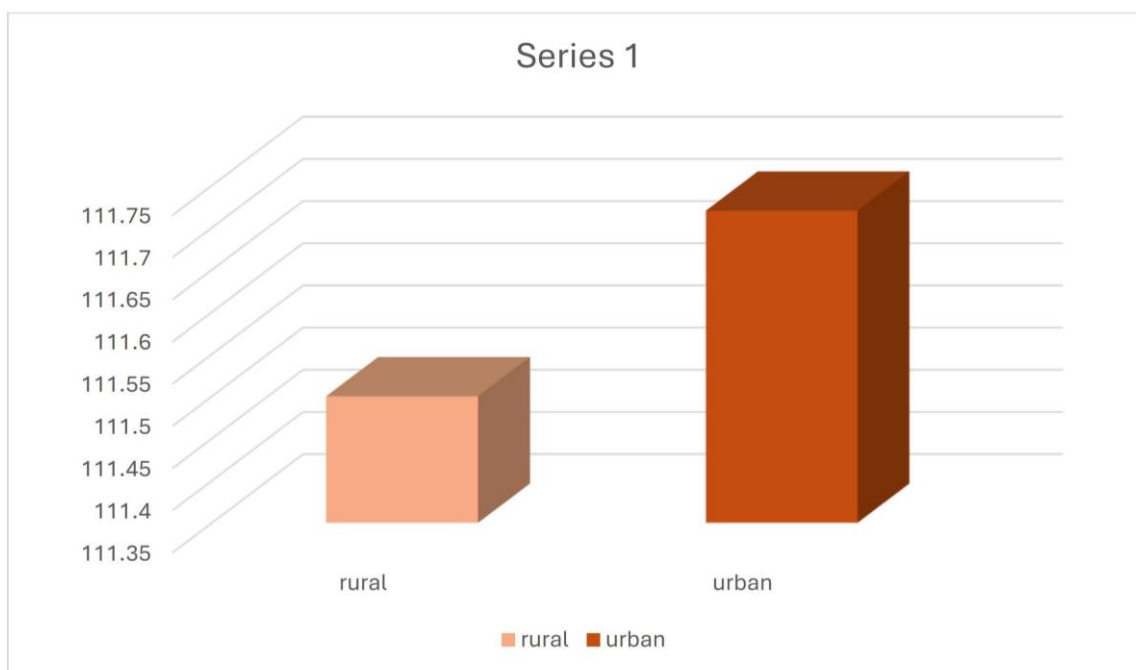
Types	Mean	SD	Df	T- Value
Male	111.72	17.58	393	0.4787
Female	111.57	17.71		



T -Test (Rural Ad Urban)

H_{03} : **There is no significant difference in the mean score of Educational Tour between RURAL and URBAN student .**

Types	Mean	SD	Df	T- Value
Rural	111.50	17.91	384	0.6752
Urban	111.72	17.58		

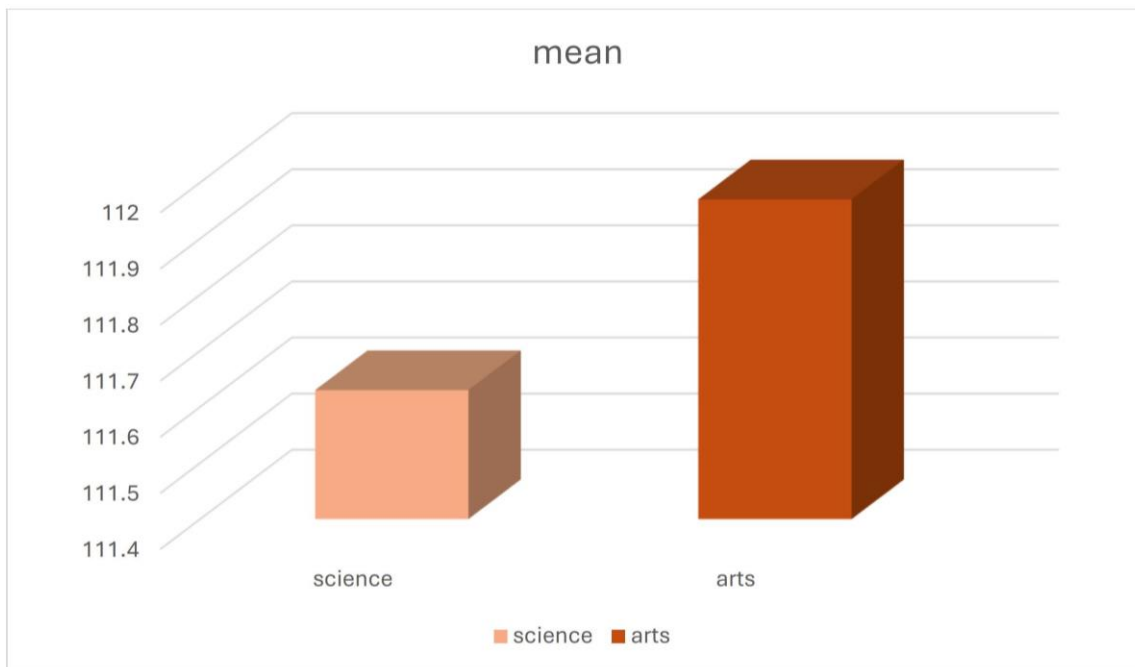


In the above table, the calculated value was found to be not significant, therefore, the corresponding null hypothesis (H_0) was accepted . As such, it could be inferred that there is a no significant difference in the mean scores of Educational Tour between RURAL and URBAN students. Researchers concluded that ug and Pg students are equal attach too educational tour

T Test Stream (Science And Arts)

H_{04} : : There is no significant difference in the mean score of Educational Tour between SCIENCE and ARTS student .

Types	Mean	SD	df	t- value
Science	111.63	18.59	336	0.1674
Arts	111.97	18.23		

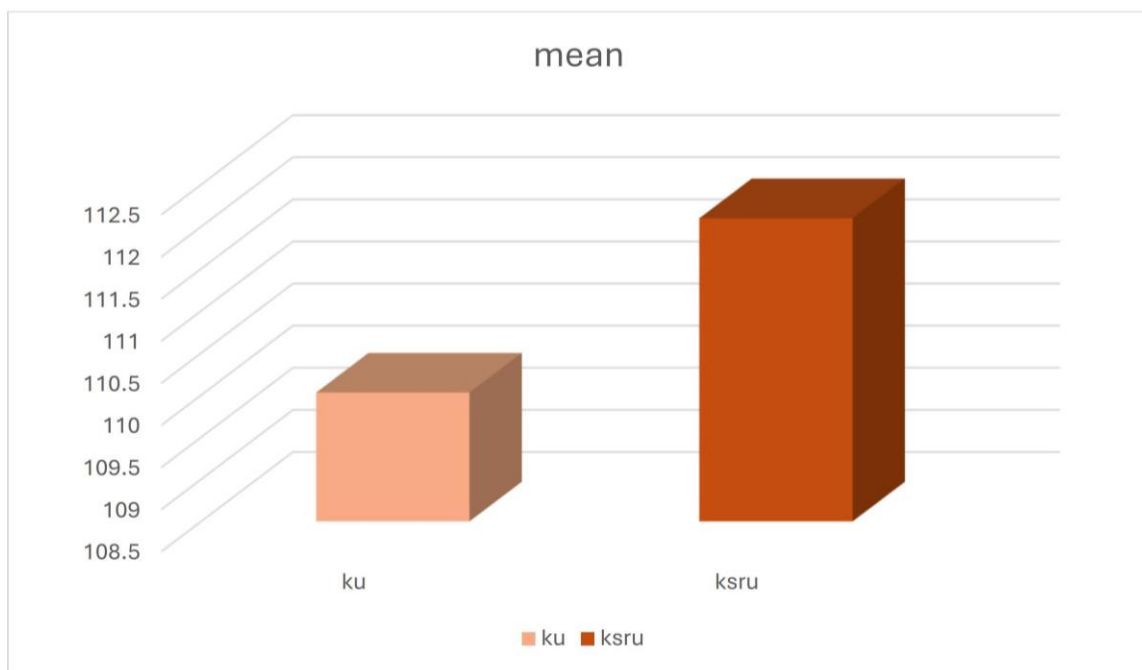


In the above table, the calculated value was found to be not significant, therefore, the corresponding null hypothesis (H_0) was accepted . As such, it could be inferred that there is a no significant difference in the mean scores of Educational Tour between SCIENCE and ARTS students. Researchers concluded that ug and Pg students are equal attach too educational tour

T Test (KU & KSRU)

H₀₅: : There is no significant difference in the mean score of Educational Tour between KU and KSRU student .

Types	Mean	SD	Df	T- Value
KU	110.03	17.24	388	1.1486
KSRU	112.10	18.35		

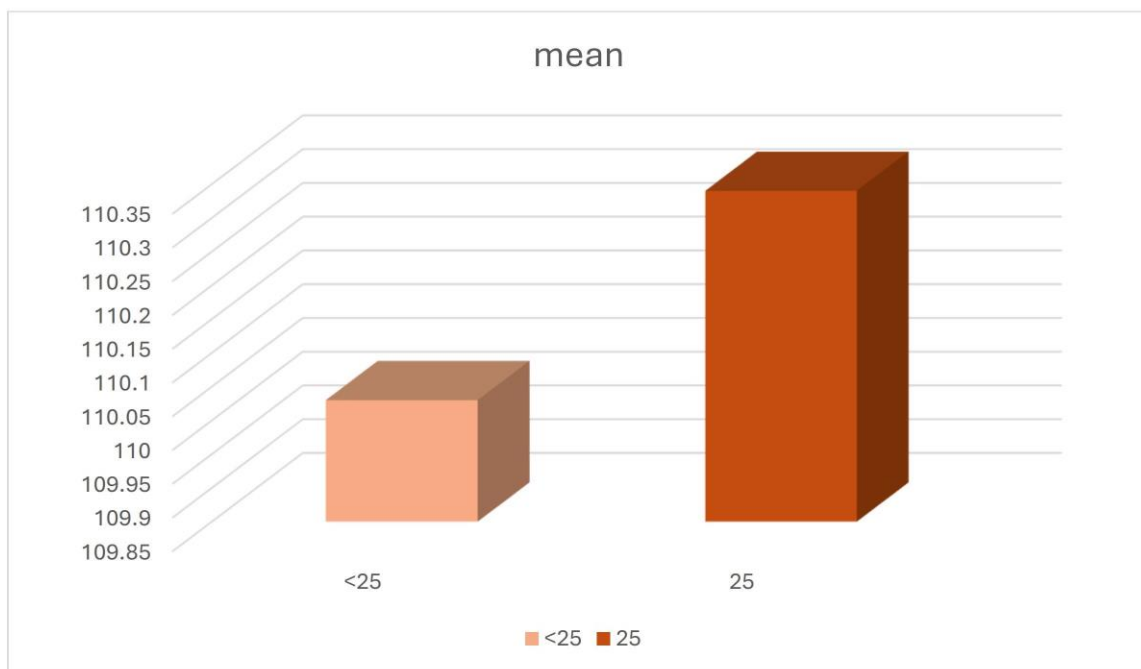


In the above table, the calculated value was found to be not significant, therefore, the corresponding null hypothesis (H_0) was accepted . As such, it could be inferred that there is a no significant difference in the mean scores of Educational Tour between KU and KSRU students. Researchers concluded that ug and Pg students are equal attach too educational tour

T -Test Aged <25 And >25

H₀₆ : There is no significant difference in the mean score of educational tour between students aged above 26 years and student aged or below .

Types	Mean	SD	df	t- value
<25	110.03	17.24	392	0.1801
25	110.34	16.91		

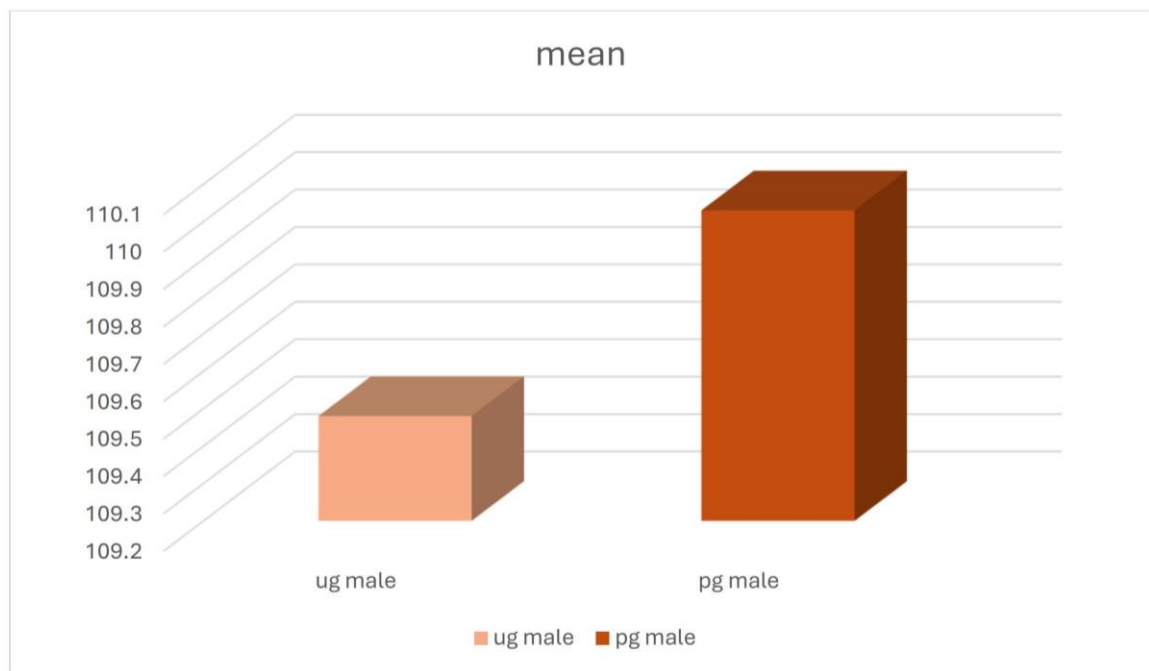


In the above table, the calculated value was found to be not significant, therefore, the corresponding null hypothesis (H_0) was accepted . As such, it could be inferred that there is a no significant difference in the mean scores of Educational Tour students aged above 26 years and student aged or below . Researchers concluded ug and Pg students are equal attach too educational tour .

T Test Ug Male And Pg Male

H₀₇ : There is no significant difference in the mean score of educational tour between students UG MALE and PG MALE .

Types	Mean	SD	df	t- value
UG MALE	109.48	17.44	341	0.2963
PG MALE	110.03	17.24		



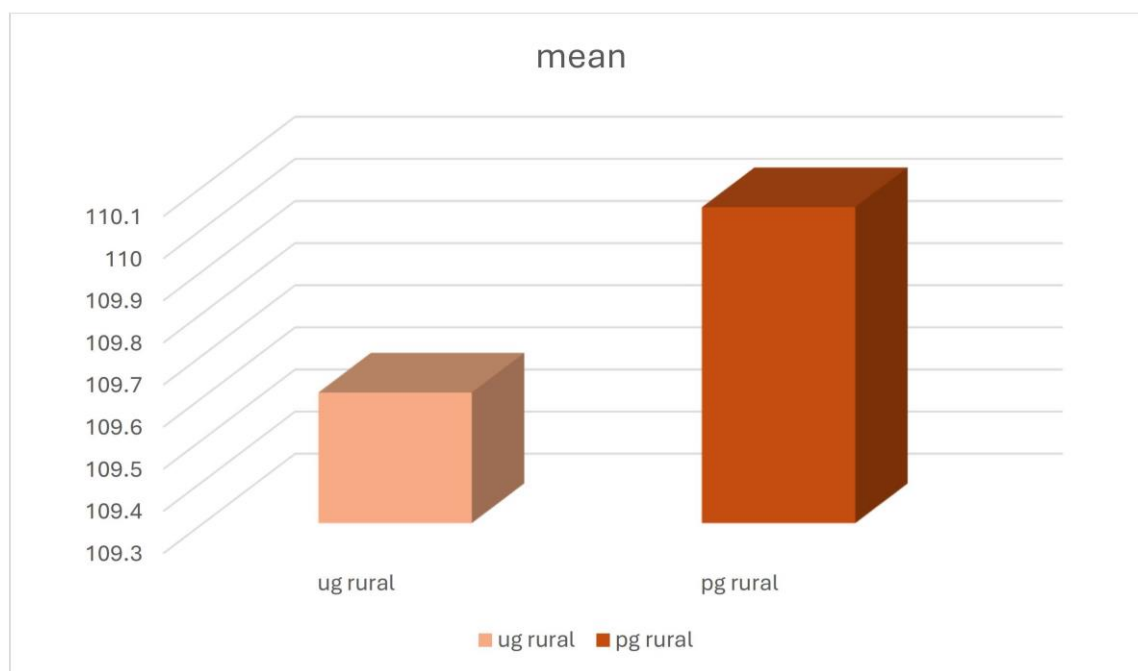
In the above table, the calculated value was found to be not significant, therefore, the corresponding null hypothesis (H_0) was accepted. As such, it could be inferred that there is a no significant difference in the mean scores of Educational Tour between UG Male and PG Male. Researchers concluded ug and Pg students are equal attach too educational tour.

T test Ug Rural and Pg Rural

H_{08} : There is no significant difference in the mean score of educational tour between students UG Rural and PG Rural.

Types	Mean	SD	df	t- value
UG Rural	109.61	17.44	363	2.3137*
PG Rural	110.05	17.24		

Significant at 0.05 level



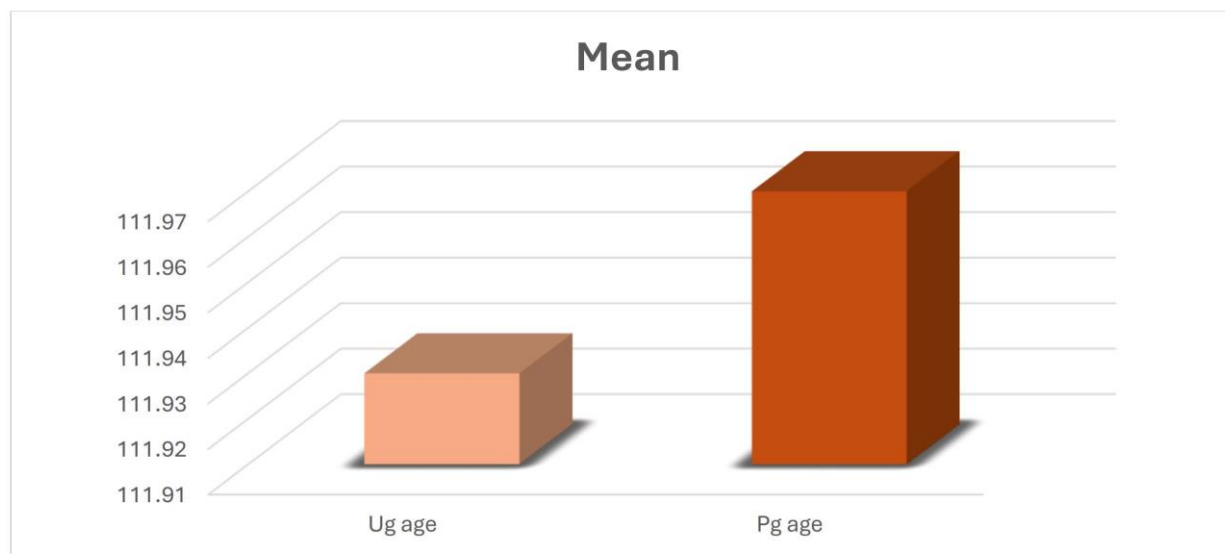
In the above table, the calculated value was found to be significant, therefore, the corresponding null hypothesis H_0 was rejected. As such, it could be inferred that there is a significant difference in the mean scores of Educational Tour between UG Rural and PG Rural students.

Researchers concluded that PG students are more attached to Educational Tour than UG students.

T test Ug and Pg aged less than 25

H₀₈ : : There is no significant difference in the mean score of educational tour between students UG and PG student aged less than 25

Types	Mean	SD	df	t- value
Ug age	111.93	18.24	384	0.0215
Pg age	111.97	18.23		



In the above table, the calculated value was found to be not significant, therefore, the corresponding null hypothesis (H_0) was accepted . As such, it could be inferred that there is a no significant difference in the mean scores of Educational Tour between UG and Pg student aged less than 25 . Researchers concluded ug and Pg students are equal attach too educational tour .

DISCUSSION OF THE STUDY

The discussion of this study reveals that educational tours are perceived as a powerful pedagogical tool that effectively bridges the gap between theoretical classroom knowledge and real-world application. By examining student attitudes across various demographics, the study highlights both



the universal appeal of experiential learning and specific nuances in how different student groups connect with these experiences.

- The Inclusivity of Experiential Learning- The findings indicate that the value of educational tours transcends demographic boundaries. The absence of significant differences based on gender, stream (Science vs. Arts), age, or university affiliation suggests that the desire for hands-on, practical learning is a shared academic priority. This indicates that educational tours are an inclusive strategy, offering benefits that are not limited by a student's background or field of study.
- The Rural Postgraduate Perspective- A key finding is the significant difference in attachment to educational tours between undergraduate and postgraduate students in rural areas. This suggests that as rural students progress to the postgraduate level, they may develop a deeper appreciation for how these tours serve as a bridge to career readiness.
- Bridging Theory and Practice- Consistent with experiential learning theories (e.g., John Dewey, David Kolb), the study confirms that students view these tours as essential for "learning by doing" rather than passive observation. By integrating travel with purposeful learning, institutions can foster higher levels of curiosity, motivation, and critical thinking. The discussion emphasizes that textbook-based learning alone may limit a student's practical perspective, whereas tours help cultivate more confident, socially aware, and active individuals.
- Implementation and Institutional Responsibility- While 98.5% of respondents agree that educational tours enhance practical learning, the study also highlights the necessity for better management

CONCLUSION

This study concludes that educational tours are a transformative pedagogical tool, consistently perceived by students across all demographics as an effective bridge between abstract theoretical knowledge and practical, real-world application. By fostering experiential learning, these tours enhance holistic development—including critical thinking, social skills, and cultural awareness—without significant variation based on gender, stream, age, or university affiliation, though rural postgraduate students demonstrate a notably stronger attachment, likely due to the tours' role in career readiness. Ultimately, the study advocates for the systematic integration of well-planned, faculty-facilitated tours into formal curricula, arguing that when treated as a core educational strategy rather than a recreational outing, they provide invaluable benefits that prepare students for both academic success and future professional challenges.

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