



SCHOOL TOURISM MANAGEMENT IN PERU: A COMPARATIVE STUDY IN SAN PEDRO CHANEL AND CARLOS AUGUSTO SALAVERRY

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KEYWORDS

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Local culture
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ABSTRACT

School tourism constitutes a source of learning to strengthen the cultural identity of students. The objective was to compare the development of school tourism in the educational institutions San Pedro Chanel and Carlos Augusto Salaverry. The Leiper space approach was used. The exhibition was constituted by 200 high school students and 20 teachers. The results show that there is statistically significant differences regarding the knowledge of the tourist resources of the province of Sullana. It was concluded that educational tourism is a strategy that tries to bring the student closer to knowledge, awareness and assessment of tourist resources.

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1. Introduction

Since globalization, tourism has been conceptualized as one of the most relevant and influential sectors, due to its potential and interrelation with the gastronomy, transportation and hospitality sectors, thus becoming a phenomenon that allows economic and social interaction and, therefore, the knowledge and exchange of different cultures through the movement of millions of people to different destinations. Therefore, it generates an average of 270 million direct and indirect jobs and is part of the Sustainable Development Goals (SDGs) corresponding to the 2030 Agenda whose purpose promotes the reduction or eradication of global poverty. (United Nations, 2017).

The World Tourism Organization (WTO) and the United Nations (UN) have established a Global Code of Ethics for Tourism, in which the participation and action of school tourism is evidenced, where teachers and students are involved with the creation, transmission and use of culture as a source of enrichment to maintain and preserve it. Thus, it can be observed that there are differences in developed and emerging countries, which, unlike underdeveloped countries, do not adequately promote and encourage the learning of tourism resources and cultural heritage in schools, generating a gap, lack of knowledge and lack of identity (Alvarado and Mora, 2020).

The Peruvian Tourism Observatory, until the year 2021, considers that the tourism sector is consolidating its position as the most relevant at the national level, followed by agriculture and mining, which represent traditional and non-traditional productive activities, with a 3.8% contribution to the national GDP. The importance of tourism has been, is and will be an open window to opportunities for economic progress. On the other hand, the tourist offer is developed under a recreational or leisure performance, business and also as part of an educational type of learning through school tourism. In this sense, it is the role of the State to promote in schools through the educational process, the integral knowledge whose contribution comes from tourism, as a tool of innovation for all generations in order to cultivate values, respect and cultural identity. It should be noted that one of the main questions raised about school tourism is the low participation of students from public schools; on the contrary, in the case of private schools, where there is greater participation of students, a disadvantage can be observed, which can be summarized as little knowledge, lack of identity with respect to their history, what is present and what it represents in their future as a society (Zarate, 2020).

Thus, in Argentina, as pointed out by Tapia (2019) The changes of social, economic and cultural aspects in relation to the evolution of educational training, where the student goes from a traditional limited receptive model to an active student, who makes use of new discoveries as part of an experiential learning process, which generates greater expectations in the students of an intra and intercultural context. Likewise, a conflict is observed due to the social difference in the educational centers, in the curricula of public and private schools; in addition, school tourism is associated with field trips without taking into account the relationship with knowledge and learning.

Castillo (2018) refers that, Piura represents one of the regions of greater importance and national value due to the diversity of resources; however, there is evidence of a limited supply of tourist destinations for students; in addition, it is observed that around the relationship tourism and educational environment, there is a lack of logistical capacity, strategies and other actions to implement various cultural and tourism activities, which negatively affects students where school tourism should be part of the task in the educational process where each student can prepare themselves by knowing their environment, their legacy, their destinations and characteristics of the areas or region where they come from generating cultural awareness. Likewise, Sullana is one of the provinces that is part of Piura, recognized throughout the national territory as "La Perla del Chira", with an area of 35,892.49 Km², has a diversity of tourist resources due to its varied cultural and natural scenery such as: The Matriz Church where you can appreciate the Hispanic architecture of the 40's, the Plazuela Grau, the Plaza de Armas, the Alba Museum that has important pieces of the Nazca culture; in addition to the typical gastronomy of the area, the different adventure sports. However, specifically in the district of Sullana, there is no established and adequate tourist offer, due to the lack of organization among the different entities, such as public and private organizations, regional and local entities and even the population itself. In this sense, the objective of this study was to compare the academic performance of the San Pedro Chanel and Carlos Augusto Salaverry schools in relation to the approach and understanding of identity, as well as the reality they live with the promotion of school tourism.

For Cooper et al. (2001) cited in De Oliveira (2007) this model makes it possible to incorporate various interdisciplinary visions of tourism, since it does not focus on a specific discipline, but rather

proposes a structure in which the various points of view can interact; in addition, given its simple approach, it allows the use of any level or scale of generalization; it also analyzes the various forms of tourism, highlighting all its common elements. Leiper presents a diagram where he identifies three geographical elements of tourism: the origin, the transit routes and the destination (De Oliveira, 2007; Naranjo et al., 2019); however, this model refers to the presence of other categories of elements such as environments, whether physical, cultural, social, political, economic and technological.

School tourism allows obtaining educational results using tourism as a tool for knowledge based on history, culture and society in the past, present and future (Del Campo, 2022). Likewise, it is considered the process that plans and programs a design, methodology or pedagogical structure, which uses experiential tourism as an element with education and learning, on particular scenarios that provide their own experiences and these are received in the education process from childhood to the university cycle (Pilco & Ramos, 2018). In such sense, the experiences lived in the trips are manifested as an axis of discovery of new geographical spaces, knowledge of culture and people with different habits (Tejedor & Giraldo Luque, 2019; Velepini & Martin, 2019; Tapia, 2020).

Returning to history, school tourism is the name given to travel for study purposes that dates back centuries ago in Europe, where a phenomenon known as *peregrinatio academica* is identified, which alludes to the movements made from one place to another by university students, pilgrims and professors in search of acquiring new knowledge in cosmopolitan cities from the eleventh to the fifteenth century (Pawlowska, 2011). The intention of the travelers was to visit spaces considered holy and universities of the time, so that these experiences allowed them to learn about other customs and establish relationships with other people (Cuesta, 2022).

García, Cabada and Bonilla (2005) cited by Vera (2016) argue that educational tourism has three specific segments such as scientific tourism, student tourism branched into programs and continuing education tourism. The first focuses on the experience and encompasses trips made to conduct scientific research and this group includes thesis students who gather information for the preparation of their theses (Bourlon & Mao, 2011). The second refers to educational programs involving students and teachers who, through a program planned in institutional documents, attend a series of actions and trips for tourism framed in educational objectives and competencies. And finally, educational tourism is focused on those professionals who continue training according to the specialty in which they graduated or according to labor needs.

It is worth mentioning that the curricular activity depends on the planning of all the processes that merit the performance of educators and students of a study center. Likewise, it starts from generating ideas and solving a set of needs that arise in order to accumulate knowledge and enhance the development of students, be it in any of the educational stages, even up to the university level. By way of structuring, a set of proposals, referring to educational tourism, manages to establish processes with particular characteristics and referenced to the area or to the needs and interests of the students.

It is defined as the programming through the approach of students of all levels of academic training that through the planning and promotion of the entities involved can appreciate, know and recognize the main tourist resources, the tourist offers inside and outside the area, in order to acquire more knowledge, identify and value the variety of wealth that exists throughout a territory. By means of tourist routes and programmed visits, the student population can be expanded and included, forming and respecting the historical, cultural and natural legacy of their environment. (El Peruano, 2021). Likewise, they have several educational purposes, since they allow students to learn in a practical and experiential way, complementing the knowledge acquired in the classroom. They also encourage socialization, strengthen bonds between classmates and promote teamwork. Some common destinations for school tours include museums, zoos, natural parks, historical sites, scientific centers and cultural sites. Depending on the curriculum and educational objectives, teachers choose the most appropriate destinations to complement the topics being studied in class.

During school tours, students often participate in interactive activities, guided tours, educational talks and hands-on demonstrations. Thus, they have the opportunity to ask questions, interact with experts and experience firsthand what they are learning. Importantly, careful planning by educators is required to ensure the safety and well-being of students at all times. In addition, it is critical that these activities are aligned with academic objectives and that follow-up and reflection is provided afterwards to make the most of the educational experience.

2. Methodology

This research was based on a mixed approach, non-experimental design, under a comparative descriptive method in order to determine if there are significant differences in the application of school tourism in the San Pedro Chanel and Carlos Augusto Salaverry educational institutions in the province of Sullana, taking into account that the first is private and the second is public. We worked with a sample of 200 students from both institutions, who were studying between the 1st and 5th grade of secondary school, as well as 20 teachers who were chosen at random.

Table 1. Number of students per educational institution

Educational Institution	Quantity
Carlos Augusto Salaverry	100
San Pedro Chane	100

Source: Own elaboration.

The information was collected through a survey applied to students of the institutions under study, in order to gather primary information on the development of school tourism, and in the case of teachers, an interview was conducted, which allowed us to analyze whether they included activities related to tourism in their programs.

Table 2 shows the indicators considered to identify whether the students surveyed were aware of the tourism resources of the province of Sullana.

Table 2. Indicators of the tourism resources dimension

Indicators	Conceptualization
Natural Sites	
Cultural manifestations	
Folklore	
Contemporary technical, scientific or artistic achievements	
Scheduled events	

Source: Own elaboration

To test the result, a formal hypothesis test is performed, using the Z statistic, given that the sample size is greater than 30.

$$= \frac{\widehat{p}_1 - \widehat{p}_2}{\sqrt{\frac{p_1(1-p_1)}{n_1} + \frac{p_2(1-p_2)}{n_2}}}$$

3. Results

To compare the results between both educational institutions, graphs and frequency tables were made to determine if there are significant differences in the responses of students and teachers.

Figure 1 shows that 100% of those surveyed said they knew of at least one tourist resource in the province of Sullana, with natural sites such as the thermal and sulfur baths of "agua de la leche", the "El Angolo" hunting reserve, La Chorrera, the Chira River, the duck lagoon, the Cerros de Amotape National Park and the Devil's Nose in first place.

Figure 1. Knowledge of natural sites in the Province of Sullana

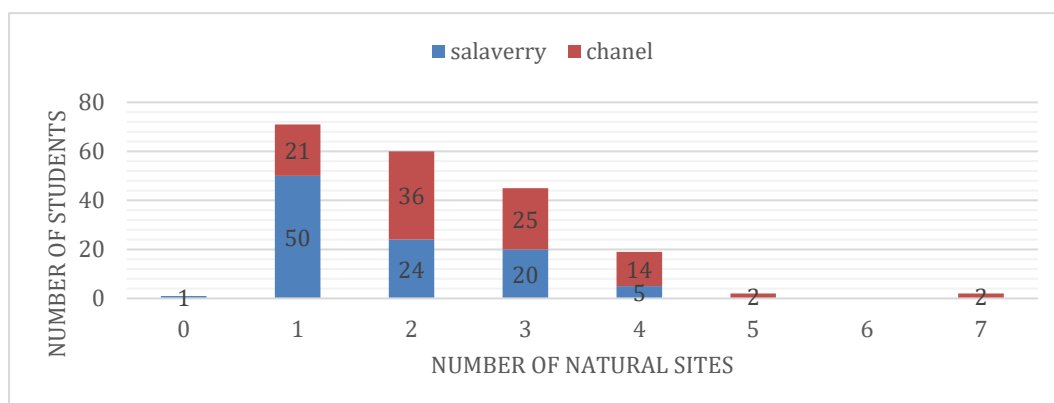


Table 3. Knowledge of natural sites in the province of Sullana in percentages

Número de recursos naturales que conoce	Salaverry	Chanel	Total
0	100.00	0.00	100.00
1	70.42	29.58	100.00
2	40.00	60.00	100.00
3	44.44	55.56	100.00
4	26.32	73.68	100.00
5	0.00	100.00	100.00
7	0.00	100.00	100.00
Total	50.00	50.00	100.00
	100.00	100.00	100.00

Source: Elaborated with information gathered in the applied survey.

In terms of the total by educational institution, 50% of the students at the Carlos Augusto Salaverry School know one natural site in the province of Sullana, and only 5% know four of these sites. However, with respect to the San Pedro Chanel school, there is a greater dispersion, with only 21% knowing only one of the main natural sites in the province, while 36% know at least two, 25% know at least three, 14% know four of these, and 2% know five and seven, respectively. Therefore, it can be said that there are significant differences between the two educational institutions.

Figure 2 shows that the main cultural manifestation known by the students of both educational institutions is the Chucaque, with 160 students out of 200 surveyed. Followed by the evil eye, air sickness, the feast of the Lord of Chocán, the fright, and, in last place, the feast of the Lord of Agony with only 22 students who know the manifestation. Shows that three of the students from the Carlos Augusto Salaverry School claim not to know the main folkloric manifestations of the province of Sullana, such as: the tondero, the cumananas, the carnivals and the tondero La Perla del Chira. Likewise, 63 students out of a total of 72 from this institution report knowing only one of the folkloric manifestations described above, while 61 students from the San Pedro Chanel school, out of a total of 71, claim to know at least three of these manifestations. Therefore, there is a higher concentration of students from the Carlos

Augusto Salaverry school who know few of these manifestations, and a higher proportion of students from the San Pedro Chanel school who have more knowledge of them. To determine whether the differences between the two educational institutions are statistically significant, we proceeded with the hypothesis test for a difference in proportions.

$$Z = \frac{0,34 - 0,91}{\sqrt{\frac{0,34(1 - 0,34)}{100} + \frac{0,91(1 - 0,91)}{100}}} = -10,30$$

Where we observe the result obtained and since the Z statistic calculated in equation 4 is higher in absolute value than the critical value of the Z statistic at 5% significance (1.96). Therefore, there is a higher proportion of students from the San Pedro Chanel school who have knowledge of the main folkloric manifestations of the province of Sullana.

Shows that more than 50% of the students say that in their educational institution they do not make tourist visits to the resources of the province of Sullana, highlighting that 65 students belong to the San Pedro Chanel school out of a total of 113 students. Next, 30 students from the Carlos Augusto Salaverry school reported occasionally visiting tourist sites in Sullana, while only 7 were from the Chanel school. In addition, 8 students mentioned that they frequently visit their educational institutions, only 2 of them from the Chanel school. Finally, 5 students from the Carlos Augusto Salaverry school said that they make this type of visit very frequently.

Shows that the anniversary of Sullana is the most popular event in the province for students from both educational institutions, followed by the coconut fair, and finally, the parade for the anniversary of Sullana. Replacing the aforementioned proportions in equation 1, the value of the Z-statistic for the present hypothesis test is -5.40.

$$Z = \frac{0,75 - 0,99}{\sqrt{\frac{0,75(1 - 0,75)}{100} + \frac{0,99(1 - 0,99)}{100}}} = -5,4$$

That the value obtained in equation 10 is higher in absolute value than the critical value of 1.96 established in this research, given that it has been assumed as the null hypothesis that the proportions are equal, and as an alternate hypothesis that they are different, and a significance level of 5%. Therefore, the null hypothesis is rejected and the difference between the two educational institutions is statistically significant.

That 55% of the total number of teachers surveyed say that they do consider the development of school tourism in their annual planning, units or sessions, while only 45% do not. Regarding the differences between educational institutions, 80% of teachers at the Carlos Augusto Salaverry school do take this into consideration; however, only 30% of teachers at the San Pedro Chanel school do so.

Table 4. School tourism planning in the school curriculum .

	Salaverry	Chanel	Total
Yes, it does consider	8	3	11
Does not consider	2	7	9
Total	10	10	20

Source. Prepared with information gathered in the survey applied.

Table 5 shows that both educational institutions have curricula for the secondary level; however, in both it was not possible to find evidence of the planning of tourist visits within the curriculum; furthermore, they did not present documentary evidence of having carried out this type of visit. In addition, it should be noted that both institutions provided the information required for this research. It should be noted that the Chanel school has transportation, which can facilitate the development of school tourism, which is an important advantage.

Table 5. Observation sheet .

	Salaverry	Chanel
The Institution has a secondary level curriculum.	YES	YES
The planning of tourist school visits was evidenced within the curriculum.	NO	NO
Provides documentary evidence of school sightseeing tours	NO	NO
Received facilities at the time of requesting information	YES	YES
The institution has transportation for school visits	NO	YES

Source: Prepared with information gathered in the survey applied.

As far as the results are concerned, it is evident that the students of the educational institutions San Pedro Chanel and Carlos Augusto Salaverry know at least one tourist resource of the province of Sullana, and showing a higher proportion of students the first one; presenting greater knowledge of natural sites, cultural manifestations, folkloric manifestations, technical, scientific or contemporary artistic achievements and events programmed as tourist resources of the province of Sullana, this is set as a precedent for future research, being that there are significant differences in both institutions, taking into account that the first is private and the second, state .

In this sense, 55% of the teachers of the San Pedro Chanel and Carlos Augusto Salaverry educational institutions plan the development of school tourism in their curricular mesh and that 40% plan it as an extracurricular activity, these results differ from what was reported by Rea (2019), who determined that, activities related to school tourism are not consolidated within the formal educational system; however, he found that the few school tourism activities carried out are self-managed by parents. However, it coincides with Castillo (2018), who found that teachers at the Harvard College application educational institution in Piura only plan a maximum of two visits to tourist sites. Likewise, 62% of the students of the Carlos Augusto Salaverry school have made visits to tourist sites in the province of Sullana, and only 35% of the students of the San Pedro Chanel school have made them, these results coincide with Marruffo (2020), who concluded that the students surveyed have knowledge of school tourism and practice it regularly.

In addition to this, more than 80% of students show a desire to engage in school tourism in both educational institutions, which coincides with Alvarado and Mora (2020), who found that students have a high level of acceptance to acquire knowledge related to tourism, strengthen cultural identity, and take part in activities related to tourism and that are developed within the educational environment. These results are related to Castillo (2018), who concluded that students show interest in carrying out school tourism in the Tumbes region.

Regarding knowledge of the local culture of Sullana, i.e., its cultural heritage, customs and traditions and typical gastronomy of the area, more than 90% of students from the San Pedro Chanel school claim to know; while more than 59% of the Carlos Augusto Salaverry school claims to know, this differs from those reported by Huachillo (2019), who concluded that there is a direct relationship between tourism practiced by the students of the Institution analyzed and their Tumbesian identity, since the Chanel school presents a low level of realization of school tourism, but a high level of knowledge of the cultural of the province. Likewise, it differs with Castillo (2018), who found that, the students present a low cultural identity, due to the high level of ignorance of the main tourist attractions. Similarly, it does not agree with Ccencho and Viillazana (2018), who found that 100% of students reported that they strongly agreed that they had strengthened their Acobambina identity after the school tourism program.

4. Conclusions

Educational tourism is a strategy that seeks to bring students closer to the knowledge, awareness and appreciation of the tourism resources that their territorial space possesses, strengthening bonds of familiarity with activities that will transcend in the minds of students through meaningful experiences and that will result in new generations with habits framed in the dissemination of the cultural heritage that a country has. Schools play a fundamental role as mediators between learning and the programming of activities in the pedagogical planning of teachers, who through learning sessions will guide activities that focus on developing tourism-oriented actions such as visits to natural sites, recognition of the cultural manifestations of their region, as well as the identification of folklore and current programmed activities.

The Peruvian Ministry of Education (MINEDU) should promote the development of school tourism from the classroom, providing facilities to educational institutions to mobilize students on guided tours, encouraging attendance at tourism fairs and those that the region carries out and proposes, in this sense, should generate ties and coordinate with the Regional Education Directorate to establish working groups to formulate proposals and pilot programs gradually. In the Curricular Design of regular basic education in Peru, activities that delimit an appropriate space in relation to courses aligned with tourism activities should be more explicitly projected. In this sense, the competencies and specific guidelines should show the development of internal tourism contextualized to each region, so that educational institutions can plan their annual activities and these are reflected in the product to be achieved in students, applying various strategies that integrate most of the courses with cross-cutting content.

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