Studies of Tourism about the Tourist Student

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Abstract

The article was based on a phenomenological analysis concerning numbers and the qualities of the school tourism experience, and was linked to the writer's working at the Secondary School Publio Virgilio Marone (http://www.isisvirgilio.it/), which is located in Mercato San Severino, Salerno, in southern Italy. Considerations and analysis related to an eight-year period (2011-2018), divided into cycles of two years for each one. Starting with the first period, characterised by a difficult but nonetheless useful process of integration into the European context, and it was finalized by the acquisition of required social and cultural reforms. These ended with the daily time of improvement and growth into the shared work activities of the active stakeholders involved as human capital, including inter-alia teachers, students, school administrators and parent. This study's goal was to develop possible theories and calculate variables involved in the model of the current and changing scholastic reality as it relates to the notion of tourism.

Keywords: Decision theory, educational microeconomics, human capital, development, leadership theory

Introduction

The enhancing of the concept of scholastic tourism is the basis of this analytic and statistical article. The adjustment to social and cultural standards of the European model including the sense of being citizens even beyond your own borders is considered. This idea meant the opening to new experiences in western countries offered by the school. The results provided are markedly better than those given by the old practice of the school trip, which was just a brief moment, before re-entering in the ordinary daily context. Instead daily students are now prepared for their travel even before it begins. Things are changing and we in Italy, are switching over to a new learning experience, which includes cultural, social and a range of working elements .The process proposed starts from the knowledge of the language, and it becomes stronger with the knowledge of local cultures and it is completed via the actual travel experience. The results obtained contain the growth of interest in learning a new language and the will to improve linguistic skills and look for new adventures in foreign lands. This means acquiring new skills thanks to direct and experimental knowledge acquisition. The objective is to build a "search-action" model, who's results can be determined during the process. This model of travel represents the best practice regarding the possibility of work. The results are confirmed by the demand growth, because of the positive experiences had by participants. This process plus formal instruction, formation and education is enough for students to be deemed to be fit in a new and welcoming context. Stages and courses of school work alternation (PCTO) are represented by the examples of the models below.

Analysis and Goal

The study had as its subject a sample obtained by placing the lower and upper bounds of the student interval as an average value, oscillating between the number of 980 and 1100 students from 2011 to 2018. The study started from the graphical analysis of the trend of the curve placed on the pupil-school year level, of which the tourist development and the adhesion in terms of function was important, then, it came to demonstrate the close dependence of the linguistic and didactic investment with the growth of membership and participation in the foreign exit offering. The initial trend of the curve (fig.1) foresees, close to the 2011-2012 school year, a percentage of 13% adhering to the exit program, educational trip, and registering the exclusive stay in the Italian context, despite

the proposal of foreign destination included in the offer. The resulting data involved, in terms of choice based on phenomenological analysis, the decision to hijack in the common European sense and to inject it with important consequences in terms of invested capital, and a greater distribution of profiling competence was important. The time and staff dedicated to English-speaking projects increased, reaching in 2012-2013, a total of over 180 hours in courses for obtaining A2 and B1 level and to progress, for those who had participated and achieved qualifications, the ascent of the certifications with levels B2 and C1. It should be noted that C1 level language courses are permitted by NOP (NATIONAL OPERATIONAL PROGRAM) type funding intercepted from 2013 and included in the total amount reserved for these activities.
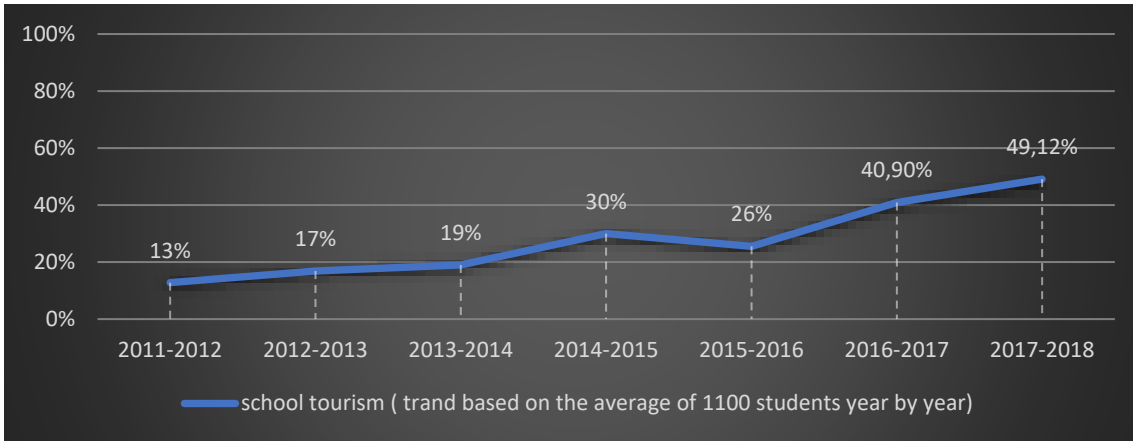

Figure 1: scholastic tourism trend (number of pupils-time in years)

The program of financial investment and human capital, aimed at strengthening the English language skills, describes the trend year after year represented in fig.2 . The results are converted into increasing terms for membership and qualifications, reaching a threshold of 21.22% in the year 2017-2018 out of the total number of pupils, who certify, alternating with school education, participation in these courses. The resulting trend is then modelled and emulated, changing the linguistic experience to the base, and perpetuating the linguistic-cultural injecting program to reinforce the European sense for other languages.
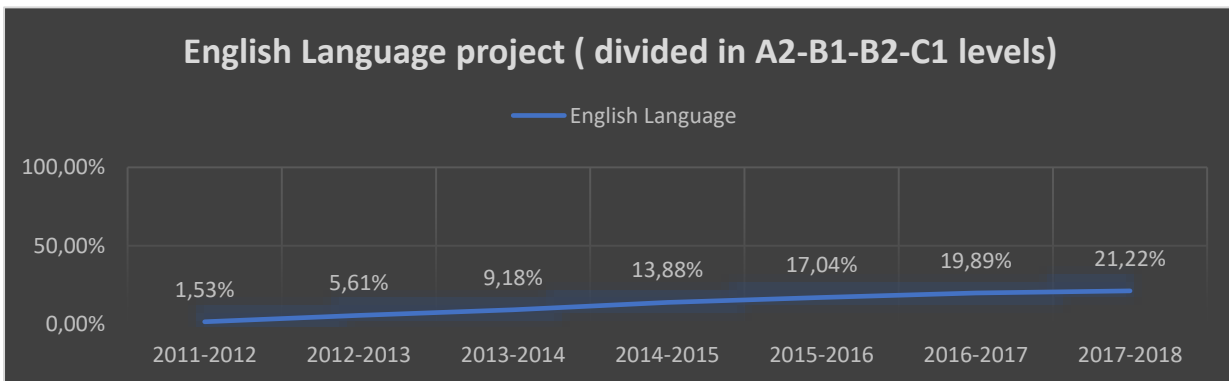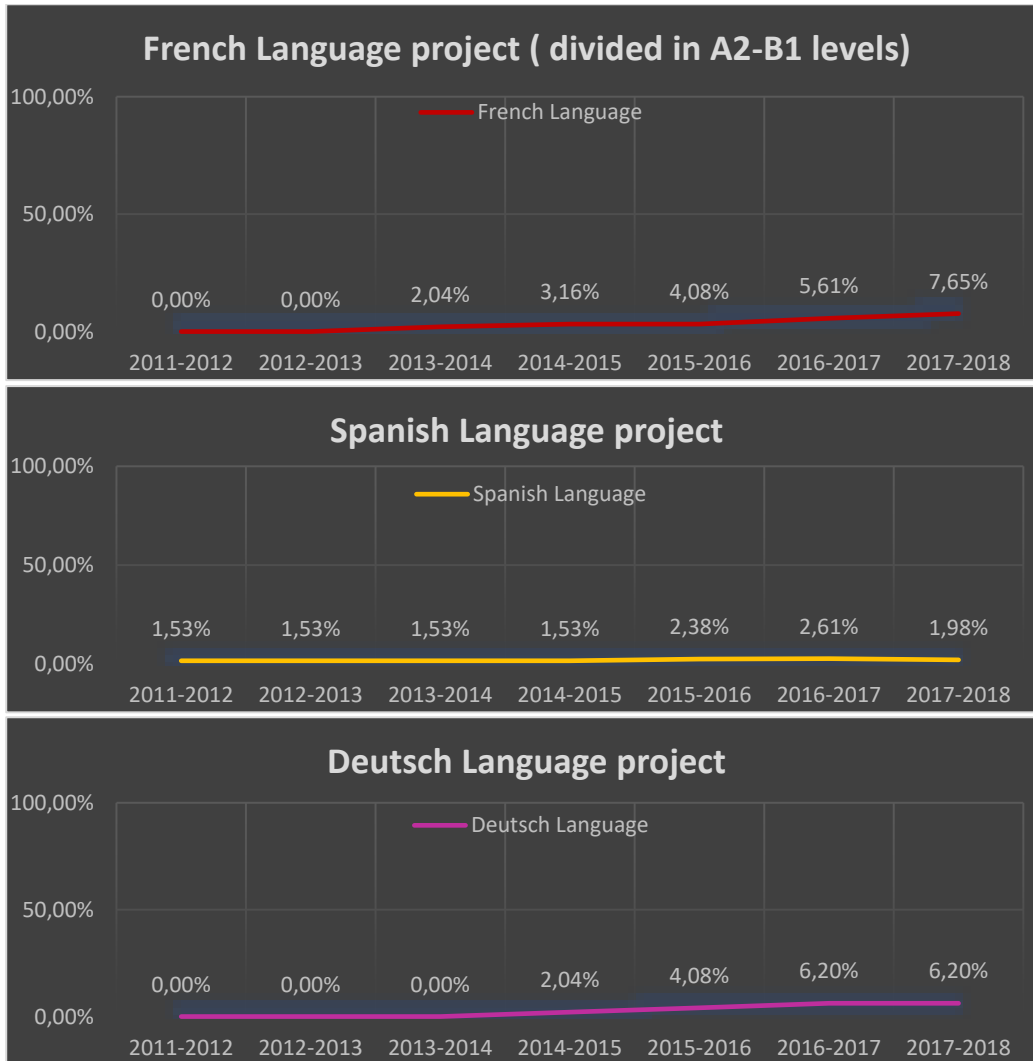

Figure 2: English language projects trend (number of students-time in years)

Similarly to what is reported in fig.2, the trends (percentage of pupils per school year) of participation in Spanish, French and German language courses, exclusively from 2013-2014, are explained. The resulting counterpart is obtainable using the ideal and unique graph of all the reported characteristics, but the real and ultimate purpose is identified with the important cultural emancipation, with the neglected participation of ever-increasing percentages of students in training projects abroad that are less similar to educational trips, but which tend to be conceived of, and then set up as internships which are suitable for training in a new context and which are considered to be cultural and linguistic in their practical sense.

Figure 3: other languages projects trend (number of students-time in years)

The final conclusion of an objective analysis on the trend of the scholastic tourism sector, consequent to the application of resources of Physical Capital and Human Capital, is the evident growth and development process within the reality in question. With a probabilistic law supporting the growth theory, linked to a microeconomic study of application in public sectors, the choice of events is simulated with simulation of the consequence in a "BEST PRACTICE" perspective.

Model and Discussion

Demonstrated , from the standpoint of an attested experience, the direct proportionality between growth and development of the school tourism sector and linguistic training, we reach the managerial phase on which leans the possibility of providing extracurricular training based upon the above-mentioned terms. The basis of a financing process for the opening of a project is the application of the theory of financial decision-making and management of the merging capital in the choice of a type of investment that concentrates its ROI (return on investment) in training. We are currently identifying in the economic work involving the school management, the depreciation law of an investment, public financing with the availability of resources, to be repaid over a period of time, guaranteeing training and resulting in cross and inter-cultural strengthening.

The scientific meaning of the above can be summarized in the identification of input variables of our system such as:

- Human Capital : teachers, managers and administrators, students;

- Physical Capital: structures, economic resources, teaching material, support technology;

The exit, not being able to objectify the competence and the preparation of the involved students if not in terms of results obtained, is based on the number of certifications and attestations achieved by the students in relation to the numbers of the institute in general. The fundamental dependence of the results on the surrounding context is specified, and macro-economic factors on the sampling in analysis are therefore assumed to be constant. The model in question, whose results will be shown graphically and with the different approximations, is elaborated in Matlab. Through the introduction of the aforementioned inputs it is possible to obtain, with a regressive study, the elaboration of an estimate and trend of the result. Regression is a particular data analysis technique with the aim of estimating then finding a possible relationship between the dependent and independent variables involved in the system.

The proposed model simulation provides the data series as an input afterwards.

HUMAN CAPITAL	PHYSICAL CAPITAL	RESULTS
20	7000	10
25	7000	17
45	6500	38
55	6320	49
72	6000	66
86	10280	79
95	8750	88
109	8035	102
126	12000	110
144	11750	132
163	15350	149
187	14240	165
209	16430	187
229	15000	210

Figure 4: Table of human and physical capitals involved and related results in terms of certifications obtained

In terms of the human capital involved, it was specified that researcher needed to obtain the sum of the participating students with the number of teachers and managers employed. The physical capital is the sum of the invested capital to which the return of any depreciation of material used is deducted. The result, on a regressive basis and therefore of an estimate, represents what was chosen as an unit of measurement for the provision of training, or consists of the certifications to be obtained in order to positively qualify the whole trend. The aforementioned regressive technique is embodied in the model :

$$Y_i = \beta_0 + \beta_1 X_i + U_i$$

Where:

- i: number of observations;
- Y_i: dependent variable;
- X_i: independent variable or Regressor;
- $\beta_0 + \beta_1 X$: function of regression ;
- β_0: intercept of the regression line;
- β_1: angular coefficient of the regression;
- U_i: statistical error;

Part of the script and the related graphic output results for the model are shown. This is achieved by implementing a regressive system with simulation involving the values in the table. It is a virtual particularization of the scholastic empirical reality.

MatlabScript & Results:

```
figure(1);
sf = fit(input,output,'poly11');
plot(sf,input,output);
xlabel('Human Capital');
ylabel('Physical Capital');
zlabel('Results');
```
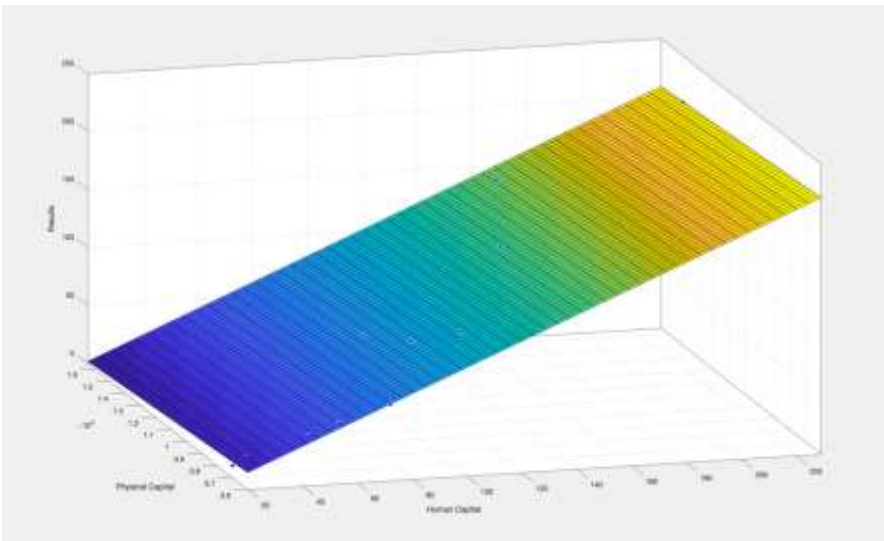

Figure 5: First matlab graphic result of our model

```
figure(2);
sf = fit(input,output,'cubicinterp');
plot(sf,input,output);
xlabel('Human Capital');
ylabel('Physical Capital');
zlabel('Results');
```
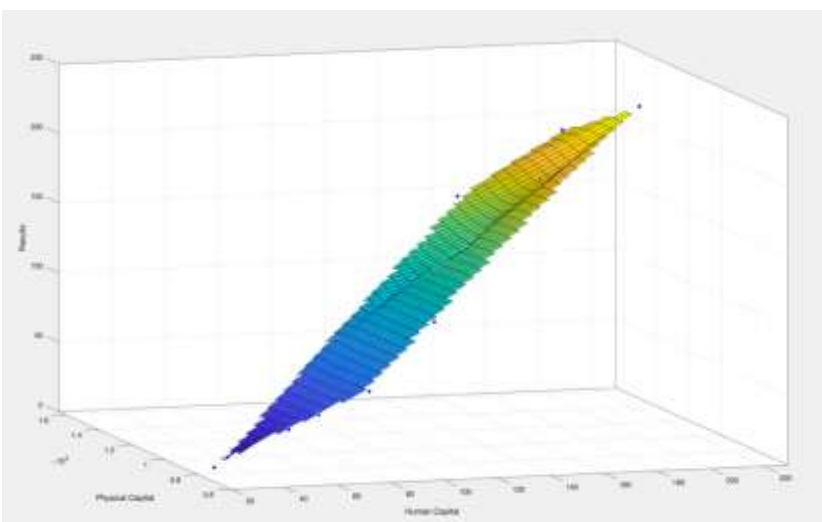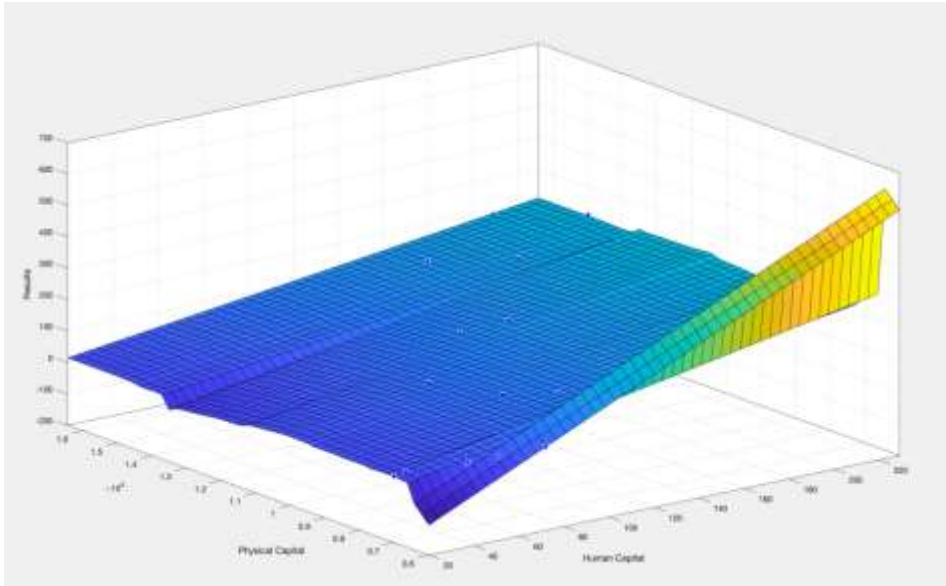

Figure 6: Second matlab graphic result of the model, obtained using a 3D cubic reference

5

```
figure(3);
sf = fit(input,output,'lowess');
plot(sf,input,output);
xlabel('Human Capital');
ylabel('Physical Capital');
zlabel('Results');
```


Figure 7: Third output of the model with a different geometric approximation

Conclusion

The statistics of the described study of financial management, even if applicable to mixed contexts, is in this case set in the origin of the quantitative and qualitative upgrade of the scholastic tourism experience. But the simulation often has to fight with the realty for the unexpected situations which arise that a wide context, such as the scholastic one, can cause, or which it can depend upon. As the starting aims have been obtained, it will be necessary to proceed to keeping the obtained standard or to improve the existing one. Started and now strengthened, the process of linguistic training, reiterating automatically to the incoming new generations , is the manager's duty to find out some new techniques and new resources that will give more solidity to the process and bolster efficiency and effectivity. For this reason, new models similar to the previous one, will in the future have a larger amount of data to analyze, but will be able to characterize the inner choices and will be able to define new trends as they emerge.

A future proposal, at the moment linked to the European context, will be the compliance with the aim of the student training (in the same measure on the base of the quinquennium) in two different territorial realities. Continuing with the emulation of the famed Erasmus model and of the university plan of double graduation, it is clearly understood and also identified as a way to follow on with the purpose to push away from the word 'tourism', the feeling of repetitive involvement of genres of foreigners to each other. Tourism has to become a global experience, with a preservation of customs and traditions, but sharing without any genres, above all is a scholastic endeavor.

Acknowledgments

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