

PERCEIVED QUALITY OF CAMP EDUCATION AFFECTS YOUTH QUALITY EDUCATION



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Abstract

Developing quality-oriented education is the strategic task of Chinese education in the new era, and also a major topic of Chinese educational research and the proposition of educational practice in the new era. As an important supplementary form of traditional school education and family education, "camp education" is receiving more and more attention from all walks of life. This paper focuses on the influence relationship of camp education perception quality on youth quality education. Specifically, the correlation between the three dimensions of camp education perception quality (environmental perception, course perception, mentor perception) and self-efficacy and the three dimensions of youth quality education (physical and mental health, practical ability, creative spirit) is discussed. The results show that the camp environment perception has a significant influence on their physical and mental health, practical ability and creative spirit; Camp course perception has a significant impact on their physical and mental health and practical ability; camp tutor perception has a significant impact on their physical and mental health and creative spirit. Self-efficacy is positively correlated to all dimensions of quality education for teenagers.

Keywords: Camp education, Self-efficacy, Quality education

Introduction

Camp education originated in the United States and has a history of more than one hundred years. It is an innovative form of education based on the camp. Campers achieve the purpose of education through living and experiential activities in the camp. At present, many developed countries have established a relatively perfect camp education mode, and have carried out diversified camp activities for the purpose of cultivating the comprehensive quality of young people.

As China's demand for talents has changed from service-oriented and knowledge-based to innovative ones, the original classroom teaching mode and teaching means have no longer adapted to the classroom teaching under the new situation, and the transformation and implementation of the education mode is imperative. In the past, exam-oriented education focused on the teaching of knowledge and skills, which is utilitarian, cramming and

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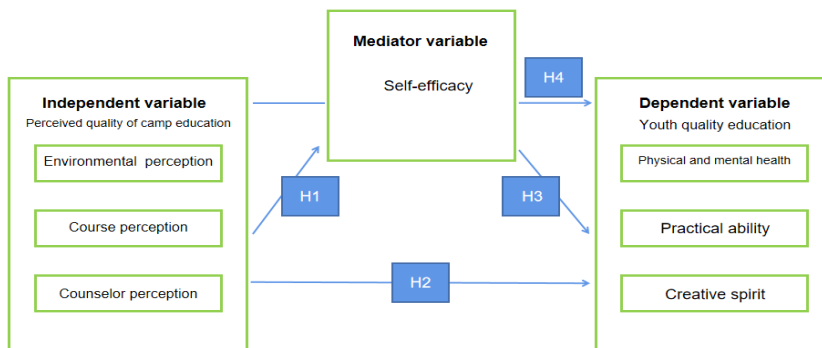
standardized, while quality-oriented education is committed to the cultivation of interests and skills, which is the embodiment of interactivity, differentiation and non-standardization. Under the background of quality-oriented education and exam-oriented education, from the perspective of core literacy cultivation, camp education is in line with the direction of cultivating an all-round development person, more in line with the law of students' own development, and building an interesting and beneficial educational environment for students.

Camp education helps school education from "what is" to "how to do", to achieve the unity of knowledge and action. Thousands of years of exam-oriented education in China has played a very powerful role in cultivating children's knowledge level. Chinese children's math skills and logical analysis skills are all excellent compared with children of the same age in other countries in the world. But the children who cultivate the same, lack of autonomy and creativity. Independent thinking ability, decisive ability to deal with problems, and individual creative thinking are also very important for a child's growth. Camp education is a kind of experiential education. It is different from the passive learning of knowledge in schools. In the camp, children have enough space for self-play, which is very beneficial to cultivating children's independent consciousness and independent thinking mode.

Objectives

1. To explore the three influencing factors of the perceived quality of education in the camp
2. To explore the three dimensions of quality education for teenagers.
3. To study the relationship between the three influencing factors of perceived quality of camp education and self-efficacy and the three dimensions of quality education for teenagers

Conceptual framework



Research hypothesis

- H1 Camp education perception quality had a positive effect on self-efficacy
- H2 The perceived quality of camp education has a positive impact on the quality education of teenagers
- H3 Self-efficacy has a positive impact on youth quality education
- H4 The perceived quality of camp education has a positive impact on youth quality education through self-efficacy

Literature review

1. Camp education

In 1998, Camp Education was reendowed by the American Camp Association with a new interpretation and definition of " a continuous experience of living in the outdoors as a team form and capable of achieving creative, entertaining and educational meaning. Through leadership training and natural environment, help every campers achieve physical, psychological, social and spiritual growth " (Gong Zhikai, 2017). Chinese mountaineering association camp instructor training when the training department is defined as: camp education based on interdisciplinary theory and practice, with outdoor team life as the main form, provide creative, entertaining and educational creative courses, encourage and guide the campers to explore themselves, find potential, cultivate their coexistence under the background of globalization and multicultural, win-win required consciousness and ability, including cross-cultural communication, leadership, survival ability, service spirit (Xue Lu, 2018).

Scholars yu-ling zhang also think camp education in youth growth and plays an important role in the all-round development, mainly reflected in improving students' social survival skills, innovation ability, explore knowledge, social responsibility, the popularization of science and environmental protection, sports art thinking training, good physical exercise habits to develop comprehensive aspects (yu-ling zhang, 2018).

Youth outdoor camp is by using activities in the natural environment as the main body, and give a set of camp construction and management standards, according to the standard management and management youth outdoor camp, cultivate teenagers by participating in outdoor camp in the natural environment, the youth survival education, life education and science and technology education, make them cultivate experience in the activity nature conquer nature fun and technical ability, not only so to strengthen their health awareness, ecological environment protection consciousness, to promote the all-round development of teenagers (Gong Zhikai, Chen Ting. 2015).

2. Self - efficacy

Bandura (1977) published an article titled "Self-efficacy: A Comprehensive Theory of Behavioral Change", in which he focused on theories about self-efficacy. Before 1980, Bandura believed that self-efficacy was an individual's expectation of his abilities and could succeed with predicted expectations. After 1980, he corrected the definition of self-efficacy as "the ability to act and the ability to generate." General Self-Efficacy Scale (GSES), compiled by German clinical and health psychologist Professor Ralf Schwarzer and his colleagues, Wang Caikang and others analyzed the reliability and validity of the general self-efficacy scale (Wang Caikang, 2001). The scale has 10 items, an internal consistency coefficient of 0.87, a test-retest reliability of 0.83, a half-score reliability of 0.82, and good reliability and validity, and can be used to measure the broadest self-efficacy in non-specific areas. The scale uses the Likert five-point scoring method, and the higher the score, the higher the self-efficacy (Zhao Zheng, 2008).

Camp activities attract more teenagers to participate in it with their novel educational mode and experiential projects, which is an effective way for teenagers to improve their physical quality, cultivate good psychological quality and enhance their self-efficacy. China introduced camp activity cycle is short, the industry model for reference and experience, is still in the foreign successful experience combined with the domestic actual situation, domestic camp education system constantly improve, China mountaineering association of training of camp instructor gradually mature, enrich camp activities, the influence of youth self-efficacy is positively related on a variety of latitude (Li Mengnan, 2021).

3. Quality Education

Although the concept of "quality education" has not been formally put forward abroad so far, it does not prevent the West from producing theories related to quality education very long ago. Among them, the more representative quality education theory is: The German classical literature and aesthetician Schiller in his book *On the Aesthetic Education of Man* advocated to cultivate the ideal, comprehensive and harmonious development of people through aesthetic education (Schiller, 1795); In his book *Emile*, Rousseau, a French enlightenment thinker and educator, believed that children should be taught in nature to adapt to the natural development process, Thus cultivating the "new man" needed by his rational kingdom (Li Ping retting, 1978); The American philosopher and educator John Dewey believes that, The best education is about " learning from life, Learn from the experience. ", in addition, He also put forward the important educational thoughts such as "life is education", "school is society" and "learning from doing" (Liu Li, 2013).

The Research on Quality Education in China, A. Quality education is designed to promote students' physical and mental development, Basic education for the purpose of improving the national ideology and morality, science and culture, labor technology, and physical and psychological quality (Liu Bin, 2018); The b. Quality education is the education that trains students to turn into reality, human, intelligent and innovative people (Shi Ningzhong, Liu Haimin 2007); c. The essence of quality education is to promote the all-round development of all people, It is necessary to promote everyone's full development in moral, intellectual, physical, aesthetic, labor and other aspects to the maximum extent (Yuan Zhengguo 2018); d. Quality education is guided by Deng Xiaoping's "Three" Orientation thought, To improve the quality of the national people, With moral education as the core, Focus on the cultivation of creative spirit and practical ability, For all the students, Promote the all-round development of students' moral, intellectual, physical and American education (Zhai Bo 2018).

Research methodology

1. Population and sample size

The total study of this study was for all adolescents and adolescent parents who attended camp education. However, China has a population of 1.4 billion, which is too large for the data collection in this study. Therefore, this study will focus on such groups living in Beijing, the capital of China. Camp education has just started in China, and the data of Beijing, the capital of China, is more representative. According to the Beijing municipal education commission released on March 25, Beijing Education Development Statistics 2022,2021-2022, There are 465567 students from grades 4 to 6 in elementary school, and 349611 students in grades 1 to 3 in junior high school, for a total of 815178 students (Beijing municipal education commission, 2022) the data of student age and the study object "teenagers" aged 9-14, can be used as the sample of this study. The researchers used the Yamane formula to calculate the sample size, showing 400 samples.

2. Questionnaire

questionnaire is divided into four parts: the first part is the basic personal information; the second part measures the independent variable; the third part measures the intermediary variable; and the fourth part measures the dependent variable. After pretesting and modification of the content design of the questionnaire content, the formal questionnaire of this study met the criteria of internal consistency and external differences, which met the purpose of this study. The questionnaire respondents were limited to parents of adolescents aged 9 – 14 who had attended camp education in Beijing, China. A total of 460 questionnaires were distributed, 60 invalid questionnaires were excluded, and 400 valid questionnaires were collected, with an effective response rate of 86.96%

3. Data analysis

This paper mainly focuses on hypothesis testing. Based on the questionnaire, descriptive statistics, ANOVA, reliability test, exploratory factor analysis, and correlation analysis were performed using SPSS24.00. Confirmatory factors were analyzed using AMOS24.0, assuming testing using the structural equation.

Reliability analysis

Credit validity analysis of scale data on the perceived education quality, self-efficacy and adolescent quality education in camps, including data reliability using clone Bach Alpha. In the reliability analysis, the clone Bach Alpha coefficient can generally reach above 0.7, which reflects the high reliability of the scale. The questionnaire is further analyzed. From the following table, we can see that the total clone Bach Alpha coefficient of all the scales is more than 0.7, indicating that the overall reliability of the scale is high.

Analysis of the secondary dimensional scale reliability of the variables

variable quantity	dimension	Cronbach's α	No.
Camp education Perceived quality	Environmental perception	0.908	5
	Course perception	0.892	5
	Counsellor perception	0.886	5
Self-efficacy	Self-efficacy	0.926	10
Quality education for teenagers	Mental and physical health.	0.908	5
	Practical ability	0.920	5
	Creative spirit	0.920	5

Confirmatory factor analysis

Confirmatory factor analysis tests were performed. Generally speaking, the standardized factor load of the data should be greater than 0.6, the combined reliability CR of each dimension should be greater than 0.7, and the average variance extractor AVE should be greater than 0.5. The structural validity of the data is good and can be used for structural equation model establishment. According to the following table, it can be seen that the fit degree of the confirmatory factor analysis model has all reached the ideal value, indicating that the model fits quite well.

Table of fit for confirmatory factor analysis

Model fitting index	χ^2/df	RMR	NFI	IFI	TLI	CFI	RMSEA
Ideal value	≤ 3.000	≤ 0.080	≥ 0.900	≥ 0.900	≥ 0.900	≥ 0.900	≤ 0.08
Fitted value	1.633	0.036	0.901	0.959	0.955	0.959	0.040

According to the table below, it can be seen that the standardized factor load of each item and the CR and AVE values of each item in the validation dimension reached the standard, indicating that the data had good structural validity.

Confirmatory factor analysis table

Dimension	Subject	Normalization factor load	CR	AVE
Environmental perception (A1)	A1a	0.739	0.913	0.678
	A1b	0.828		
	A1c	0.960		
	A1d	0.784		
	A1e	0.790		
Course perception(A2)	A2a	0.830	0.894	0.630
	A2b	0.800		
	A2c	0.719		
	A2d	0.730		
	A2e	0.879		
Counsellor perception(A3)	A3a	0.811	0.891	0.621
	A3b	0.898		
	A3c	0.778		
	A3d	0.706		
	A3e	0.734		
Self-efficacy(B)	B1	0.723	0.927	0.559
	B2	0.847		
	B3	0.733		
	B4	0.757		
	B5	0.730		
	B6	0.732		
	B7	0.733		
	B8	0.765		
	B9	0.737		
	B10	0.708		
Physical and mental health(C1)	C1a	0.819	0.908	0.664
	C1b	0.840		
	C1c	0.808		
	C1d	0.821		
	C1e	0.784		
Practical ability (C2)	C2a	0.828	0.921	0.699
	C2b	0.865		
	C2c	0.875		
	C2d	0.811		
	C2e	0.799		
Creative spirit (C3)	C3a	0.877	0.921	0.699
	C3b	0.830		
	C3c	0.788		
	C3d	0.839		
	C3e	0.844		

Finally, the differential validity analysis is conducted. Generally speaking, the correlation between various dimensions should be less than the AVE square root of each dimension, which shows that the internal correlation between dimensions is higher than the correlation between dimensions, indicating that the data differential validity is good. As can be seen from the following table, the correlation of each dimension is less than the square root of the AVE of each dimension, indicating that the data have good differential validity and can be used for structural equation analysis.

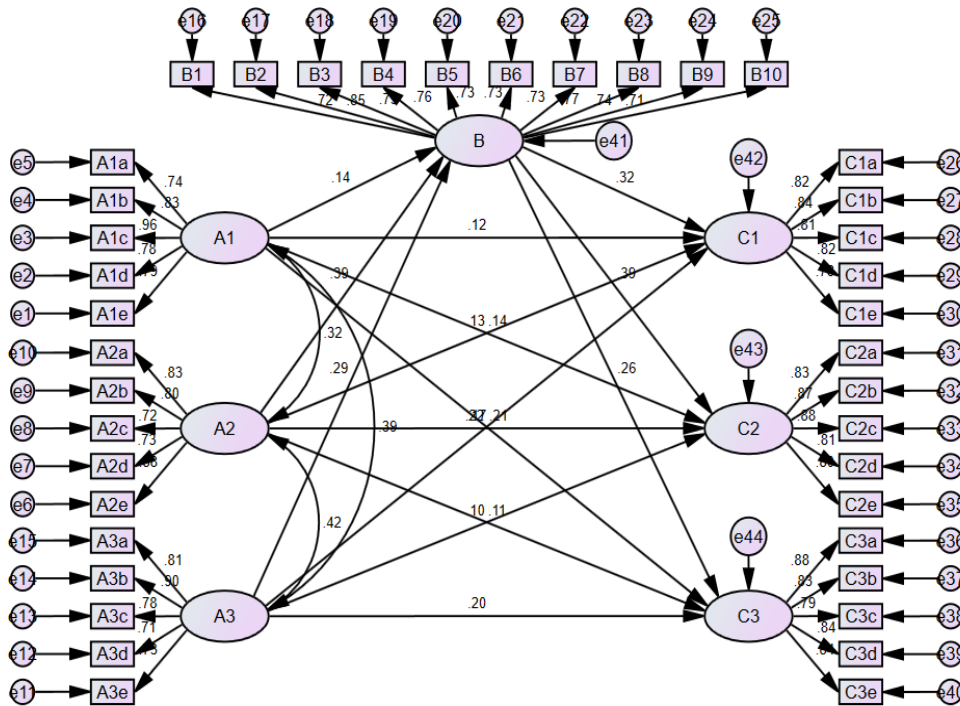
Differential validity table

	A1	A2	A3	B	C1	C2	C3
A1	0.823						
A2	0.317	0.794					
A3	0.388	0.422	0.788				
B	0.378	0.557	0.509	0.748			
C1	0.364	0.437	0.481	0.543	0.815		
C2	0.378	0.471	0.419	0.584	0.472	0.836	
C3	0.418	0.407	0.462	0.504	0.382	0.402	0.836

Note: The diagonal bold word is the open root number value of the AVE, and the lower triangle is the Pearson correlation of the dimension.

Path analysis

The path analysis method is used to explore the relationship between the independent variable and the dependent variable. First, the structural equation model based on the theoretical assumptions is established as follows:



According to the following table, it can be seen that the fit degree of the confirmatory factor analysis model has all reached the ideal value, indicating that the model fits quite well.

Model fitting index	χ^2/df	RMR	NFI	IFI	TLI	CFI	RMSEA
Ideal value	≤ 3.000	≤ 0.080	≥ 0.900	≥ 0.900	≥ 0.900	≥ 0.900	≤ 0.08
Fitted value	1.636	0.038	0.900	0.959	0.955	0.958	0.040

The author conducted the path analysis and test. According to the following table below, the significance of tutor perception on practical ability and course perception on

creative spiritual path is greater than 0.05, and there is no significant effect, and the significance of other paths is less than 0.05. The hypothesis is true.

Path analysis table

Route	Estimate	Se	S.e.	C.r.	P	Hypothesis
A1 → B	0.135	0.142	0.046	2.934	0.003	Accept
A2 → B	0.316	0.390	0.044	7.209	***	Accept
A3 → B	0.268	0.289	0.051	5.267	***	Accept
A1 → C1	0.144	0.118	0.061	2.339	0.019	Accept
A2 → C1	0.138	0.133	0.060	2.288	0.022	Accept
A3 → C1	0.260	0.219	0.069	3.788	***	Accept
B → C1	0.407	0.318	0.082	4.987	***	Accept
A1 → C2	0.155	0.139	0.055	2.843	0.004	Accept
A2 → C2	0.160	0.170	0.053	3.005	0.003	Accept
A3 → C2	0.106	0.098	0.060	1.778	0.075	Not accepted
B → C2	0.456	0.391	0.074	6.160	***	Accept
A1 → C3	0.236	0.205	0.059	4.032	***	Accept
A2 → C3	0.108	0.111	0.057	1.909	0.056	Not accepted
A3 → C3	0.226	0.202	0.064	3.515	***	Accept
B → C3	0.318	0.264	0.076	4.203	***	Accept

Intermediary effect test

Finally, the mediation effect test was conducted, and first, the total effect test, according to the following table, all pathways are less than 0.05 significant, and the 95%CI does not contain 0, so there are significant effects in all pathways.

Total effect analysis table

Route	Se	S.e.	P	95%ci	
				Lb	Ub
A1 → C1	0.163	0.062	0.009	0.042	0.286
A1 → C2	0.195	0.051	0.001	0.096	0.293
A1 → C3	0.243	0.058	0.000	0.125	0.351
A2 → C1	0.256	0.061	0.001	0.137	0.377
A2 → C2	0.322	0.057	0.000	0.207	0.429
A2 → C3	0.213	0.064	0.001	0.087	0.338
A3 → C1	0.311	0.062	0.000	0.183	0.430
A3 → C2	0.211	0.062	0.000	0.089	0.331
A3 → C3	0.279	0.054	0.000	0.172	0.384

Second direct effect test, according to the table below, the tutor perception of practice ability, course perception of creative spirit, course perception of physical and mental health and environmental health path significance is more than 0.05, 95%CI contains 0, there is no significant direct effect, the remaining path significance is less than 0.05, 95%CI does not contain 0, so there is a significant direct effect.

Direct effects analysis table

Route	Se	S.e.	P	95%ci	
				Lb	Ub
A1 → C1	0.118	0.063	0.059	-0.004	0.241
A1 → C2	0.139	0.051	0.010	0.037	0.239
A1 → C3	0.205	0.058	0.001	0.088	0.315
A2 → C1	0.133	0.075	0.082	-0.017	0.279
A2 → C2	0.170	0.064	0.012	0.040	0.297
A2 → C3	0.111	0.070	0.117	-0.027	0.246
A3 → C1	0.219	0.066	0.002	0.086	0.339
A3 → C2	0.098	0.066	0.140	-0.032	0.230
A3 → C3	0.202	0.063	0.001	0.079	0.324

Finally, the mediation effect test, according to the following table, all pathways are significantly less than 0.05, 95% CI does not contain 0, so there is a significant mediation effect. In general, the tutor perception has a significant and complete mediation effect on practical ability, course perception on innovation spirit, course perception on physical and mental health, and environmental perception on physical and mental health, while the other paths have a significant partial mediation effect.

Indirect effects analysis table

Route	Se	S.e.	P	95%ci	
				Lb	Ub
A1 → C1	0.045	0.019	0.005	0.012	0.087
A1 → C2	0.055	0.023	0.005	0.015	0.103
A1 → C3	0.037	0.017	0.005	0.009	0.076
A2 → C1	0.124	0.034	0.000	0.068	0.198
A2 → C2	0.152	0.036	0.000	0.089	0.230
A2 → C3	0.103	0.031	0.000	0.048	0.169
A3 → C1	0.092	0.026	0.000	0.046	0.148
A3 → C2	0.113	0.029	0.000	0.060	0.175
A3 → C3	0.076	0.026	0.000	0.031	0.133

Conclusion

Based on the regression analysis of the above variables, the results of the hypothesis testing presented here are summarized as follows:

Quantity	Statement	Result
H1 Camp education perception quality had a positive effect on self-efficacy		
H1a	Environmental perception has influence on self-efficacy.	Effective
H1b	Course perception has influence on self-efficacy.	Effective
H1c	Counsellor perception has influence on self-efficacy.	Effective
H2 The perceived quality of camp education has a positive impact on youth quality education		
H2a	Environmental perception has a positive impact on physical and mental health.	Effective
H2b	Environmental perception has a positive impact on practical ability.	Effective
H2c	Environmental perception has a positive impact on innovation spirit.	Effective
H2d	Course perception has a positive impact on physical and mental health.	Effective
H2e	Course perception has a positive impact on practical ability.	Effective
H2f	Curriculum perception has a positive impact on innovation spirit.	Invalid
H2g	Counsellor perception has a positive impact on physical and mental health.	Effective
H2h	Counsellor perception has a positive impact on practical ability.	Invalid
H2i	Counsellor perception has a positive impact on innovation spirit.	Effective
H3 Self-efficacy has a positive impact on youth quality education		
H3a	Self-efficacy has a positive impact on physical and mental health.	Effective
H3b	Self-efficacy has a positive impact on practical ability.	Effective
H3c	Self-efficacy has a positive impact on the spirit of innovation.	Effective
H4 Camp education perception quality has a positive impact on youth quality education through self-efficacy		
H4a	Environmental perception has a positive impact on physical and mental health through self-efficacy.	Complete mediation effect
H4b	Course perception has a positive impact on physical and mental health through self-efficacy.	Complete mediation effect
H4c	Counsellors perceive that self-efficacy has a positive impact on physical and mental health.	Partial mediation

H4d	Environmental perception has a positive impact on innovation spirit through self-efficacy.	n effect Partial mediatio n effect
H4e	Curriculum perception has a positive impact on innovation spirit through self-efficacy	Complete mediatio n effect
H4f	Counsellors perceive a positive impact on innovation through self-efficacy	Partial mediatio n effect
H4g	Environmental perception has a positive impact on practical ability through self-efficacy	Partial mediatio n effect
H4h	Course perception has a positive impact on practical ability through self-efficacy	Partial mediatio n effect
H4i	Counsellors perceive positive influence on practical ability through self-efficacy	Complete mediatio n effect

Discussing

The results show that the perceived quality of camp education has a positive effect on quality education among adolescents. Camp activities attract more teenagers to participate with their novel educational mode and experiential projects, which is an effective way to enhance their self-efficacy, improve their physical and mental health quality, and cultivate their practical ability and creative spirit.

(1) The naturalization and sociality of the camp educational environment

The future camp construction should fully integrate the site construction, experience stimulation, social education, nature protection, cultural inheritance, environmental value-added, rural revitalization and other multidimensional efficiency, so as to better play the compound role of environmental education, environmental optimization and social adjustment, and promote the benign and coordinated development of people and the environment.

(2) Strengthen the curriculum design ability, and highlight the training of innovative projects

China camp education needs to put more energy and manpower and financial resources in camp education curriculum design, pay attention to the construction and development of suitable for teenagers growth curriculum system, will be more innovative projects into the camp education curriculum system, pay more attention to curriculum to teenagers psychological growth demand, improve the ability of youth team cooperation, cultivate strong willpower, the ability to solve conflict problems, improve the level of youth innovation ability, etc.

(3) Multi-channel training of professionals and a perfect camp counselor training system

Establish a batch of strong practical ability, outdoor sports professional technical level, multidisciplinary knowledge solid compound camp education professional team, is the need of the development of camp education industry, is to promote camp education necessary education function, but also realize camp education industry long-term, healthy, sustainable development strategy of human resources (BianBo Gao, Li Qiang, Yu Yang, 2019).

Recommendations

According to the research results of this paper, the following suggestions are put forward targeted, so that camp education can play a more active role in improving the influence of quality education for teenagers, and better guide practice with theory.

1. In terms of the influencing factors of camp education, researchers can study the function of camp educational needs as a very important influencing factor. After affirming the positive effect of the camp education on improving the quality education for teenagers, we should consider the functional factors affecting the camp education needs, so that more teenagers can actively participate in the camp education activities.

2. Camp education must be integrated into the talent education concept of the Party and the country, and cultivate the social responsibility, innovation consciousness and practical ability of today's teenagers. The educational philosophy of the camp is not to limit a standard answer for students, but to encourage them to have a comprehensive understanding of themselves, increase their knowledge, and encourage the development of a sense of teamwork in cooperation. In addition, through the study and solving of specific problems, students are guided and cultivate their confidence and ability to solve problems, and at the same time, they can cultivate students' sense of responsibility and the ability to bear setbacks in practice.

3. In the camp, the tutor is not the leader but the guide, to guide the students through the "personally see", "personally hear" and "personally experience", so as to produce a real understanding of the world. Camp education allows teenagers to experience and experience as much as possible, and its educational concept is in line with the basic idea of experiential education. From the perspective of interdisciplinary comprehensive knowledge, the students can fully understand what they have learned in practice, and integrate the knowledge of each subject.

4. Camp education should be combined with the concept of ecological education, and integrate the thought of harmony between man and man, man and nature, man and society, and man and self into it. Camp education, as an experiential learning, should take the natural environment or other specific environment as the supporting facilities. Therefore, in the construction of camps, we should be committed to promoting the healthy ecology and green industrial chain of camp education in China

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