

Satisfaction And Effectiveness of Educational Tours for Hospitality and Tourism Students of ISPSC Candon Campus: Bases for the Development of a School-Based Framework for Educational Tour

Gonzaga J. D.^{1*}, Etrata R. M.²

¹Ilocos Sur Polytechnic State College

²Ilocos Sur Polytechnic State College

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ABSTRACT

Introduction: Educational tours are a crucial component of the academic program because they give students the chance to learn outside of the classroom and get useful practical experience. Educational trips provide students with a chance to learn about a particular place or subject in a more interactive and immersive way. This study aimed to determine the level of satisfaction of students to education tours in terms of accommodation, transportation and tour coordinators/tour guides, assess the perceived level of effectiveness of joining educational tours to student learning, describe the experiences of the students in joining educational tours; and develop a school-based framework for educational tours engagement.

Objectives: This study aimed to determine the satisfaction of students as well as the level of effectiveness of educational tours as a part of learning for hospitality and tourism students. Specifically, this study aims to: 1) Determine the level of satisfaction of students to educational tours in terms of accommodation, transportation and tour coordinators/tour guides; 2) Assess the perceived level of effectiveness of joining educational tours to student learning; and 3) Develop a school-based framework for educational tours engagement.

Methods: This study utilized a convergent parallel research design. A total of 205 students of the Institute of Hospitality and Tourism (IHTM) participated in the study. A survey questionnaire and a group interview were used to gather data. Weighted mean was used in determining the level of satisfaction and level of effectiveness of educational tour while thematic analysis was used to describe the experiences of the students.

Results: Findings revealed that the level of satisfaction of student was rated Very Much Satisfied while the level of effectiveness of joining educational tours to student learning was rated Highly Effective. The respondents view educational tour as an exposure to the tourism and hospitality industry, an avenue for enhancement of skills and knowledge, an enhancement of classroom learning and a chance to explore different places. The respondents' most memorable experiences are visiting tourist attractions, participating in lectures, trainings and seminars, hotel familiarization tours and benchmarking in universities and training centers offering hospitality and tourism courses

Conclusions: In the light of the findings of the study, the following conclusions were drawn:

1.)The level of satisfaction of student was rated Very Much Satisfied; 2.) The level of effectiveness of joining educational tours to student learning was rated Highly

Effective; and 3.) The respondents' view educational tour as an exposure to the tourism and hospitality industry, an avenue for enhancement of skills and knowledge, an enhancement of classroom learning and a chance to explore different places.

Keyword: educational tours, experiential learning, hospitality and tourism

INTRODUCTION

Learning is a lifetime process that involves more than just memorizing theories but rather it is about developing the ability to think critically, solve issues, and adapt to new conditions. Learning, whether through formal schooling, personal experiences, or self-directed exploration, promotes curiosity and growth. It entails not only acquiring knowledge, but also learning how to apply it in real-world situations. Hence, applying proper methods of learning to specific suitable for each type of learner is essential to ensure that the delivery of topics in the classroom is well internalized and is applied by the students.

One of the most effective forms of learning is experiential learning. Experiential learning is a process through which individuals gain knowledge and skills by actively engaging in real-world experiences, rather than passively receiving information. This approach emphasizes learning through doing, reflection, and application, allowing learners to connect theoretical concepts with practical situations. By immersing themselves in hands-on activities, problem-solving tasks, or real-life challenges, individuals can deepen their understanding and enhance their critical thinking abilities. Experiential learning fosters personal growth, as it encourages individuals to reflect on their experiences, learn from their mistakes, and adapt their strategies for future endeavors. Ultimately, this type of learning not only promotes skill development but also builds confidence and One of the activities under experiential learning is joining field trips or more commonly known as of today as educational tours. Educational tours give important educational opportunities outside of the classroom, without the need of textbooks or other resources commonly employed in a traditional school context. Students on tours can often learn while having fun in a more relaxed setting.

In the higher education, offering educational tours has become an essential inclusion of the curriculum of various programs such as that of the Bachelor of Science in Hospitality Management and Tourism Management. As defined by the Commission of Higher Education Memorandum Order No. 63 Series of 2017 Article V (2017), a trip is considered as an educational tour when students and faculty go out of their institution's vicinity to explore and visit destinations that related to their specific field of specialization. As students become more interested to learn about the industry they are to work at in the future and in order for them to gain significant exposure, more and more colleges and universities have considered incorporating such activities as part of student's learning.

Visiting various destinations not only adds to the student's knowledge but it also further enhances their skills on socializing and absorbing the varied cultures of the destinations that they are visiting. Being able to communicate, interact and experience the way of living of other cultures enables them to expand their knowledge creating endless opportunities for learning.

As a part of an academic program, educational tours plays a crucial role because it offers students the chance to learn outside of the classroom and get beneficial practical experience. It offers students the opportunity to engage with a certain location or topic in a more participatory and immersive manner. Visiting a historical site or museum enhances pupils' comprehension of a location's history and culture. It entails collaborative activities that necessitate pupils working in unison, so fostering their cooperation and social abilities. It necessitates that students become more self-directed and assume responsibility for their learning. This aids pupils in cultivating problem-solving abilities and fostering greater independence in their learning.

Recent years have seen a growing academic interest in studies related to educational tours in hospitality and tourism programs. This focus allowed for a thorough analysis of the long-term benefits experienced by students who participate in field trips, extending even until they are already ready to look for jobs related to their field.

(Sotomayor, 2020). The caliber of educational travel and experiences pertinent to students' selected degrees significantly influences their learning satisfaction and effectiveness. (Li & Liang, 2020).

Kennedy (2014, as referenced in Suarez et al., 2017) asserts that a fundamental aspect of an educational excursion is the dual experience of enjoyment and the acquisition of novel knowledge by students. Suarez et al. (2017) elaborated that tourism students are encouraged to participate in several curriculum-related educational tours, enabling them to assume responsibility for their learning, which serves as a significant incentive to maintain their engagement and interest in such trips.. Sotomayor (2020) elucidated that students participating in such activities tend to thrive academically, and the knowledge gained from these excursions ultimately enhances their motivation and self-confidence as emerging professionals accumulating experience in their industry.

According to CPD Singapore (2024), educational tours are also considered an effective tool to cultural awareness among students. Visiting museums, cultural sites and historical landmarks and learning about their significance deepens the student's connection to their country. Furthermore, immersive cultural experiences on the places visited is an opportunity for learners to experience the sights, sounds, tastes and traditions of different cultures. Dabamona, Cater, Cave, and Low (2021) concurred that educational school travels can enhance student visitors' cultural identification by providing exposure to diverse cultural values. This is especially helpful to students in the hospitality and tourism degrees as they are considered as the front liners in the promotion of the unique Filipino culture and tourism.

The objective of this study is to facilitate the advancement and improvement of educational tours organized by the Tourism and Hospitality Management Department for students. As the industry's expectations grow, it is imperative to innovate and adapt the learning experience for tourism and hospitality students to ensure they are well prepared in their future careers

OBJECTIVES

This study aimed to determine the satisfaction of students as well as the level of effectiveness of educational tours as a part of learning for hospitality and tourism students. Specifically, this study aims to: 1) Determine the level of satisfaction of students to educational tours in terms of accommodation, transportation and tour coordinators/tour guides; 2) Assess the perceived level of effectiveness of joining educational tours to student learning; and 3) Develop a school-based framework for educational tours engagement.

METHODS

This study utilized a convergent parallel research design. Convergent parallel research design is a type of mixed method design. The convergent parallel design, also known as convergent design, is characterized by the simultaneous implementation of both quantitative and qualitative strands in the research process, with equal prioritization of methods, independent analysis of each strand, and subsequent integration of results during overall interpretation. (Cresswell and Cresswell, 2017).

This study aimed to assess the satisfaction and effectiveness of educational tours for the Institute of Hospitality and Tourism. Total enumeration sampling was used in the study in order to gather useful data to answer the objectives of the study. The 205 respondents were comprised of the hospitality and tourism students who participated in the educational tours during the School Year 2023-2024.

The data gathering instrument used in this study is a structured questionnaire. The questionnaire consists of three parts. The first part gathers information on the respondents' level of satisfaction on their Educational Tour. The second part deals with the level of effectiveness of joining Educational Tour while the third part deals with respondents' experiences in joining Educational Tours.

The reliability test was employed to a total of 30 hospitality and tourism management students. It showed that the Cronbach's Alpha test of the questionnaire indicated an acceptable result: Level of Satisfaction in terms of

Accommodation .79, Transportation .95, Tour Coordinators/Tour Guides .88 and Level of Effectiveness .93. Thus, the questionnaire is valid and reliable.

In gathering relevant data for the study, the researchers first requested permission from the Campus Director for the distribution of questionnaires and for the conduct of group interview with the target participants of the study. Upon approval of request, the researchers set a schedule for distribution of questionnaires and interview with the participants. After which, all gathered quantitative data were tallied, computed and analyzed using its corresponding statistical tool while qualitative data was analyzed through thematic analysis. The result of the analysis was then interpreted by the researchers to come up with School-Based Framework on Educational Tours.

Mean was used to determine the level of satisfaction of students to education tours in terms of accommodation, transportation and tour coordinators/tour guides and level of effectiveness of joining educational tours to student learning. Thematic analysis was used to describe the experiences of the students.

Prior to the dissemination of questionnaires, the researchers apprised the respondents of the study's nature and elucidated its goal and objectives. The responders' consent was then respectfully requested. The researchers guaranteed the highest level of anonymity about their identities. Subsequently, valuing the perspectives and viewpoints of the respondents can facilitate a fruitful investigation. The data collection tool employed in this study is a questionnaire. A structured questionnaire served as the primary tool for data collection in the study.

RESULTS AND DISCUSSION

This section presents a detailed discussion of the findings of the study both on the quantitative and qualitative data gathered. It further presents the conclusion and recommendations derived from the findings of the study. Table 1 presents the level of satisfaction of students to education tours. In terms of accommodation, the item "the room is clean and well maintained" (4.62) ranks the highest followed by "the staff of the accommodation is responsive and provides excellent service" (3.60). However, the item "there are amenities such as Wi-fi and dining options provided in the accommodation" garnered the lowest rating of 4.40. Findings indicate that most of the respondents are satisfied in their stay in the hotel. It implies that the partner hotel provides quality services since it is rated as standard hotel and met the minimum requirements set by the Department of Tourism.

In terms of transportation, the item "safety of the passengers are prioritized" (4.78) ranks the highest followed by "the coach driver and assistant are friendly and observes professionalism" (4.71). However, the item "the coach has full knowledge of the itinerary and traffic rules in the areas visited" garnered the lowest mean rating of 4.68. It shows that the transportation used during the tour provides excellent service. Coach drivers are aware of their roles and prioritizes the welfare of the students.

In terms of tour coordinators and tour guides, the item "the tour guide provides information or lecture of the destinations visited throughout the tour" and "the tour guide is approachable and knowledgeable enough to answer questions from the group" got the highest mean rating of 4.78 respectively. On the other hand, the item "the tour coordinators are able to solve minor and major problems that are experienced during the tour" has the lowest mean rating of 4.68. It reveals that tour guides are well trained and have met the qualifications set by the different agencies to become accredited.

As a whole, the level of satisfaction got an overall mean rating of 4.66 described as very much satisfied. It implies that tourism and hospitality students are contented and fulfilled in their educational tour experiences. The result agrees to the research by Li & Liang (2020) which indicates that the quality of students' educational travel significantly influences their learning satisfaction and effectiveness.

Table 1. Level of Satisfaction

ACCOMMODATION	Weighted Mean	Verbal Interpretation
1. The accommodation is comfortable and conducive to rest and relaxation during the tour.	4.56	VMS
2. The room is clean and well maintained.	4.62	VMS
3. There are amenities such as Wi-fi and dining options provided in the accommodation.	4.40	VMS
4. The staff of the accommodation is responsive and provides excellent service.	4.60	VMS
5. The cost of the accommodation is reasonable	4.46	VMS
6. Students were given opportunity to choose their roommates.	4.54	VMS
Composite Mean	4.53	VMS
TRANSPORTATION		
1. The transportation is clean and comfortable and well maintained.	4.70	VMS
2. The coach driver and assistant are friendly and observes professionalism.	4.71	VMS
3. Safety of the passengers are prioritized.	4.78	VMS
4. The coach has full knowledge of the itinerary and traffic rules in the areas visited.	4.68	VMS
Composite Mean	4.72	VMS
TOUR COORDINATORS AND TOUR GUIDES		
1. The tour coordinators and tour guides practice professionalism at all times	4.73	VMS
2. Coordination between the personnel-in-charge, bus employees and tour guides are observed at all times.	4.70	VMS
3. The tour guide provides information or lecture of the destinations visited throughout the tour.	4.78	VMS
4. The tour guide is approachable and knowledgeable enough to answer questions from the group.	4.78	VMS
5. The tour coordinators are able to solve minor and major problems that are experienced during the tour.	4.68	VMS
Composite Mean	4.73	VMS
Overall Mean	4.66	VMS

Legend:

4.21 - 5.00 – *Very Much Satisfied (VMS)*

3.41 – 4.20 – *Much Satisfied (MS)*

2.61 – 3.40 – *Satisfied (S)*

1.81 – 2.60 – *Least Satisfied (LS)*

1.00 – 1.80 – *Not Satisfied (NS)*

Table 2 shows the perceived level of effectiveness of joining educational tours to student learning. The item “creates student lifelong memories and experiences” ranks the highest with a rating of 2.87 interpreted as highly effective followed by “encouragement to take responsibility of own learning” with a mean rating of 2.84

interpreted as highly effective. However, the item “I get incentives in my major subjects” got the lowest mean rating of 2.69. Result show that educational tours are highly effective to tourism and hospitality students as backed up by its overall mean rating of 2.80. Uy (2021) affirms that educational excursions are a highly successful pedagogical tool. The pupils regard the educational trips as highly advantageous, regardless of demographic variables including gender, section, tours attended, and monthly family income. Students benefit from educational tours regardless of their gender, section, the tours participated in, or monthly family income. Furthermore, students acquire significantly more knowledge outside the classroom during their educational excursions, all while enjoying the experience.

Table 2. Level of Effectiveness

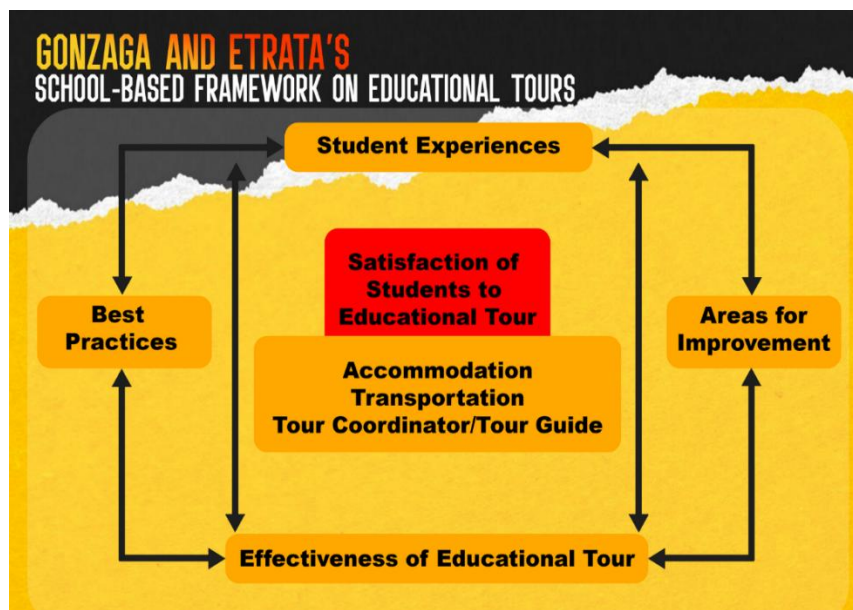
INDICATORS	Weighted Mean	Verbal Interpretation
1. Encouragement to take responsibility of own learning.	2.84	HE
2. Hands-on Learning	2.80	HE
3. Exposure to industry cultures.	2.76	HE
4. Enhancement of self-confidence and social skills.	2.77	HE
5. Creates student lifelong memories and experiences.	2.87	HE
6. Enhances the curriculum	2.77	HE
7. The inclusions and topics for the off-campus activities gained my interest.	2.79	HE
8. I want to be exposed more in the tourism and hospitality industry.	2.85	HE
9. Joining off-campus activities will help me in my future career.	2.83	HE
10. I get incentives in my major subjects.	2.69	HE
Overall Mean	2.80	HE

Legend:

2.50 - 3 .00 – Highly Effective (HE)

1.50 – 2.49 – Moderately Effective (ME)

1.00 – 1.49 – Not Effective (NE)



Gonzaga and Etrata's School-Based Framework on Educational Tours

The findings of the study served as a bases for the development of a School-Based Framework for Educational Tours. The framework is comprised of various components which includes the Satisfaction of Student in Educational Tours, The Effectiveness of Educational Tours, Student Experiences, Best Practices and Areas Improvements. It provides a comprehensive model for understanding and enhancing the effectiveness of educational tours by focusing on key elements that influence student satisfaction.

At the core of the framework is the Satisfaction of Students to Educational Tours, with specific factors identified such as accommodation, transportation and tour coordinator/tour guide. This component measures how satisfied students are with the tour. Satisfaction of students is directly influenced by other components surrounding it.

On top of the framework is the student experiences. Student experience affects the level of effectiveness of the educational tour as well as the level of satisfaction of the student. Positive student experiences directly influence the satisfaction of student and the effectiveness of conducting tours. When students have enriching and memorable experiences, the overall effectiveness will be higher. The level of effectiveness of tours in return also affects the student's experiences, hence the use of double headed arrow which denotes correlation between the two.

Another component is the Effectiveness of Educational Tour. It is measured by how well the learning objectives were met by the educational tour. An effective tour goes beyond just satisfying students, it also aims to achieve long term educational goals. It is also interconnected to the best practices and areas of improvement since these two components have impacts on the level of effectiveness of the educational tour participated by students.

Another component of the framework is the Best Practices which describes best experiences and parts of the tour. These practices can be adapted and can be a basis in the development of future educational tours. It takes into consideration the various stakeholders such as the educators, tour organizers, service providers and students.

The Areas for Improvement component focuses on identifying some shortcomings and unprecedented events that contributes to negative experiences of the students. Identifying such areas is important in the refinement of future educational tours. Gathering constructive feedbacks from the students through post tour evaluation and interview helps in the identification of key areas for enhancement.

The framework made use of arrows to show the flow of connection and feedback among the various components. As presented in the framework, it emphasizes on the constant improvement based from what came out from both the areas of improvement and best practices. This creates a continuous cycle of enhancing student satisfaction and educational tour effectiveness.

Lastly, the authors made use of the red, yellow and orange color scheme as this symbolizes an engaging learning environment reflected in educational tours. Each color can evoke different emotions and have specific effects on learning. For instance, red is used in learning to draw attention to something while orange possesses properties that can boost energy, stimulate mental activity, and encourage creativity. It makes learning more engaging, memorable, and straight-up energizing. Yellow on the other hand highlights points that should be remembered and stimulates mental activity. It stimulates motivation and enhance creativity of learners, hence, it is suitable in interactive sessions or workshops where engagement is key such as learning through educational tours. (Rojas, n.d.)

Gonzaga and Etrata's School-Based Framework on Educational Tours provides substantial value to the hospitality and tourism education and curriculum enhancement by presenting a structured way to understanding the contributions of educational tours to student learning. To begin, the framework stresses the integration of experiential learning and theoretical learning, which improves students' comprehension of industry-based applications in hospitality and tourism. Students' experiences on the educational tour provide important reinforcement for the lessons they learn in class. Second, the framework encourages a student-centered approach by emphasizing both the effectiveness of the educational tour and student satisfaction, both of which are essential for meeting the activity's predetermined learning objectives. The framework also

emphasizes a culture of continual development in organizing and providing educational tours as a component of students' experiential learning by highlighting areas for growth and best practices. Finally, by matching educational goals with industry standards, it is a useful tool for curriculum enhancement, guaranteeing that graduates have the abilities and information needed to thrive in the hospitality and tourism industries.

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