

# Students' Knowledge Advancement, Skills Enhancement, and Program Relevance from Palawan Tour

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**Abstract** - *The purpose of this study is to assess the advancement of knowledge and enhancement of skills of the students of College of International Tourism and Hospitality Management who participated in the Palawan Tour that was conducted in the year 2017. Descriptive survey method was utilized in this study. The data gathering was acquired using survey questionnaires distributed among the students under the College of International Tourism and Hospitality Management who took part in the Palawan Tour 2017. The data resulted from the survey reveals that the soft skills of the students of Travel and Tourism Management and Culinary Arts were enhanced while the soft skills of the students of International Hospitality Management were highly enhanced. Moreover, participating in the tour highly enhanced the hard skills of the Tourism and Culinary Arts Students. The data also showed that the activities that took place in the tour are relevant to the course of the students. It is concluded that the Palawan Tour 2017 highly enhanced the skills of the students who took part in it because of the intensive actual experiences and activities they had. The involvement of students in the tour helped them to acquire knowledge and skills through a practical manner. It is recommended that the College of International Tourism and Hospitality Management continue to conduct educational tours like the Palawan Tour for the students. It is also recommended that the faculties in charge make sure that the students are fully involved as they take part in the tour. It is encouraged for the future participants of the tour to be cooperative in the activities that will be given to them as all destinations and activities that are included in the tour itinerary have a significant impact in the advancement of their knowledge and enhancement of skills.*

**Keywords:** *educational tour, advancement, enhancement, knowledge, hard skills, soft skills*

## INTRODUCTION

Conducting educational tours is one way of the College of International Tourism and Hospitality Management to facilitate learning. Through this, students are given the opportunity to learn outside their usual learning environment.

Gyr [1] stated that educational travel had existed in the classical age dating back to the pharaohs' time in Egypt. According to Ludwig [2], the privileged Egyptians started the first journeys, visiting famous monuments and relics of ancient Egyptian culture. The Greeks had similar traditions of travelling to Delphi in order to seek answers from the Oracle, and participate in the Pythian Games or the early Olympic games. In the middle ages, diverse groups came up with their own definition of travelling, according to their own needs. This gave rise to the travelling scholar movement in the twentieth century, when journeys to famous educational institutions in France, England and Italy became both a custom and a component of education. The desire to explore the world emerged as a unique guiding principle [3].

In the past few decades, there have been major educational reforms globally which have included an emphasis on providing life-wide learning opportunities to learners. In traditional schools, learning and teaching usually take place within the classroom, but increasing attention is now being given by governments and educators to learning in different contexts, beyond the classroom setting (Curriculum Development Council 2002, 6, p. 1). Despite the fact that educational tours are among the most expensive outdoor learning activities, each year. In the academic literature, educational tourism is regarded as a phenomenon of the integration of education and tourism by organizing tourism as an educational activity to achieve the objectives and meet the targets determined by the curriculum. It is focused on the formation and development of significant qualities of an individual

that are expressed as universal, general professional, and specialized competencies [5].

## METHODS

This chapter covers the methods used by the researchers to gather and analyze the information. It also tells who the participants are and the place where the study was conducted.

### Research Design

This study used descriptive survey method to evaluate socio-demographic profile such as age, sex, program, and family income of selected CITHM Students, the advancement of knowledge upon joining Palawan Tour, the rate of enhancement of their soft and hard skills, and the relevance to their program. Through this, participants answer questions administered through interviews or questionnaires. After answering the questions, the researcher described the responses given.

### Locale

This study was based in Lyceum of the Philippines University – Cavite. The Lyceum of the Philippines University - Cavite is an institute of higher education located in Governor's Dr, General Trias in the province of Cavite. The campus opened its doors to the public in 2008, increasing the total number of LPU campuses within the LPU system to five. The institution was named after lykeion, the grove in ancient Athens where Aristotle taught his pupils. Its educational vision was founded on the principles set down by Dr. José P. Laurel.

### Participants of the Study

The participants of our research were selected students taking programs under Travel and Tourism Management, International Hospitality Management and Culinary Arts who joined the Palawan Tour last 2017.

### Data Gathering

The Data for this research was collected using survey questionnaires. The questionnaire was divided into five parts, which was distributed to ninety-one students under Travel and Tourism Management, eighty-three students under Culinary Arts, and fifty-six students under International Hospitality Management.

A copy of the list of the students who participated in the Palawan tour and their tour requirements was requested by the researchers. There is a total of 567 students who joined the Palawan tour and the response

distribution is 50% which resulted in a minimum of 230 respondents.

Responses was obtained and tabulated by gathering the information from the questionnaires. The researchers disposed some useful information which helped them to cope up superior results. To have outcomes that help us with our research, we evaluated, interpreted and did the tally in each questionnaire.

### Sampling Technique

The sampling technique used for the research was Stratified Random Sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics

### Research Instrument

The researchers used self-made questionnaires validated by Mr. Aldren B. Narzoles, Mr. Vince Cortiñas, and Mr. Ivan L. Bartolata to determine the level of enhancement of knowledge, skills and competencies of the students of CITHM who joined the Palawan Tour. The researchers were able to collect significant data and information and know the insights of selected College of International Tourism and Hospitality Management.

### Data Analysis

In the survey questionnaires, the students will be asked about the level of enhancement of their skills. The indicators to be used in assessing their enhancement would be as follows:

Score	Rating	Remarks
4	3.25 – 4.00	Highly Enhanced
3	2.50 – 3.24	Slightly Enhanced
2	2.50 – 3.24	Enhanced
1	1.0 – 1.74	Not Enhanced

### Interpretations

- **Highly Enhanced.** The participants agreed that their skills are highly enhanced after joining the Palawan Tour.
- **Slightly Enhanced.** The participants agreed that their skills are slightly enhanced after joining the Palawan Tour.
- **Enhanced.** The participants agreed that their skills are enhanced after joining the Palawan Tour.

- **Not enhanced.** The participants agreed that their skills are not enhanced after joining the Palawan Tour.

In the last part of the questionnaires, the relevance of tour and tour activities to the program will be assessed. The indicators to be used are as follows:

Score	Rating	Remarks
4	3.25 – 4.00	Very Relevant
3	2.50 – 3.24	Relevant
2	2.50 – 3.24	Irrelevant
1	1.0 – 1.74	Very Irrelevant

### Interpretations

- **Very Relevant.** The tour activities are very relevant to the program of the participants.
- **Relevant.** The tour activities are relevant to the program of the participants.
- **Irrelevant.** The tour activities are irrelevant to the program of the participants.
- **Very Irrelevant.** The tour activities are very irrelevant to the program of the participants.

### Statistical Treatment

To satisfy the rate of enhancement of the soft and hard skills upon joining Palawan Tour and the relevance of the activities to the courses being taken, the researchers used standard deviation and weighted mean. Weighted mean is used for data elements with a higher weight contribute more to the mean than data elements with a lower weight.

## RESULTS AND DISCUSSION

**Table 1. Demographic profile of respondents in terms of age**

Age Interval	TTM		IHM		CA	
	f	%	f	%	f	%
17 – 18	32	35.20	14	25.00	16	19.30
19 – 20	54	59.30	29	51.80	54	65.10
21 – 22	5	5.50	8	14.30	11	13.30
23 – 24	0	0	5	8.90	2	2.40
TOTAL	91	100.00	56	100.00	83	100.00

Table 1 presents the frequency and percentage distribution of the respondents based on their age. Majority of the TTM, IHM, and CA students who joined the Palawan Tour are 19 – 20 years old. The researchers considered that the age of the third-year students are mostly 19 – 20 years old.

**Table 2. Demographic profile of respondents in terms of sex**

Sex	f	%	f	%	f	%
Female	68	74.70	23	41.10	38	45.80
Male	23	25.30	33	58.90	45	54.20
Total	91	100.00	56	100.00	83	100.00

As shown on Table 2, majority of the respondents of the TTM were female which comprises 68 or 74.70% whereas 23 or 23.30% were male respondents while most of the IHM and CA students were male respondents which comprises 33 or 58.90% for the IHM and 45 or 54.20% for the CA. The researchers assumed that the students who are taking up TTM are mostly female while those who are taking up IHM and CA are mostly male.

As shown in Table 3, majority of the respondents' family income are 31, 000 – 40, 000 which consist of 32 or 35.20% for the TTM respondents, 23 or 41.10% for the IHM students, and 48 or 57.80% for the CA students.

**Table 3. Demographic profile of respondents in terms of income**

Monthly Income Interval	TTM		IHM		CA	
	f	%	f	%	f	%
15,000 and below	16	17.60	6	10.70	5	6.00
21,000–30,000	19	20.90	18	32.10	20	24.10
31,000–40,000	32	35.20	23	41.10	48	57.80
41,000 and above	24	26.40	9	16.10	10	12.00
Total	91	100.00	56	100.00	83	100.00

The first six questions for the advancement of knowledge were purposely made for all programs. As shown on table 4 below, 99 percent of the students have considered Palawan as a world heritage site which made it ranked first in the knowledge advancement while 93.57 percent of the students have created awareness on socio-cultural dynamics and environment which made it the lowest rank.

In relation to this, the concrete experience of travel and discovery provides an avenue where the traveler can reflect on the experience, thus creating learning [6]. The opening of doors to new discoveries and cultivation collaborative learning outcome can expand the learning experiences beyond the brick-and mortar classroom settings [7].

**Table 4. Response of the CITHM Students on the on the Advancement of Knowledge in Joining Palawan Tour Intended for All Programs**

Statements	TTM	IHM	CA	Average	Rank
1. Gained new knowledge about the edibles of the place	97.80%	98.20%	100.00%	98.67%	2nd
2. Know the difference in their culture Valued and understood distinct culture of indigenous groups in Palawan.	97.80%	94.60%	97.60%	96.67%	3rd
3. Created awareness on socio-cultural dynamics and environment	95.60%	91.10%	94.00%	93.57%	6th
4. Understand world-class attractions in Palawan	97.80%	91.10%	98.80%	95.9%	4th
5. Palawan as a world heritage site	100.00%	98.20%	98.80%	99%	1st

Numbers seven and onwards are made depending on the course program and the subjects that were covered by the tour. As shown on Table 5., majority of the questions about the advancement of knowledge of tourism respondents obtained a very high level of rating. Specifically, highest equivalent percentage obtained was in terms of recognizing the importance and contribution of travel and tour agencies to the success of the Palawan's tourism industry with an equivalent percentage of 97.80. the lowest equivalent percentage obtained was in terms indicating the factors that affect transportation operation with 91.20%.

Educational Tour gives us ideas likewise opportunities to visit prestigious agencies that may help us visualize what we are learning at school. This activity helps us develop our personality since social graces and etiquette are learned too by experience. Moreover, important to every student since it is a part of our learning process to acquire more knowledge through actual exposure to the different agencies.

Kambilima [8] stated that educational tours are very important in several ways and one of them is that they help students to learn through visual experience and can be an interesting way to explore new things for both the learner and the teacher. Apart from that, they help in educating children on complex topics with students

having the opportunity to get concepts through live examples.

**Table 5. Responses of the Tourism Respondents on the Advancement of Knowledge in Joining Palawan Tour**

Advancement	Number of Students with Response of "Yes"	Equivalent Percent on the Response "Yes"	Number of Students with Response of "No"	Equivalent Percent on the Response "No"
1. Know the different products and services being offered by travel and tour agencies	83	91.20	8	8.80
2. Recognized the importance and contribution of travel and tour agencies to the success of the Palawan's tourism industry	89	97.80	2	2.20
3. Recognized the importance of understanding airline operations	85	93.40	6	6.60
4. Identified the functions and duties of airport/airline employees	84	92.30	7	7.70
5. Described roles, responsibilities, and components of the airline business.	84	92.30	7	7.70
6. Recognized the importance of an efficient transportation system to the tourism industry	87	95.60	4	4.40
7. Familiarized regulations applicable to air, sea and land transportation	86	94.50	5	5.50
8. Indicated the factors that affect transportation operation	83	91.20	8	8.80
9. Understood the marketing strategies applicable to the airline industry's unique product	86	94.50	5	5.50

As shown on Table 6, majority of the questions about the advancement of knowledge of international hospitality and management respondents obtained a weak level of rating. Specifically, the highest equivalent percentage obtained was in terms of observing, on a "guest" point of view, the front office operations and assessing if the procedures implemented comply with the standard front office procedures for hotel operations with an equal result of 92.90% and the lowest equivalent percentage obtained was in terms of conducting process of registration with 66.10%.

**Table 6. Response of the International Hospitality Management Respondents on the Advancement of Knowledge in Joining Palawan Tour**

Advancement	frequency “Yes”	% “Yes”	Frequency “No”	%“No”
7. Observed, on a “guest” point of view, the front office operations and assess if the procedures implemented comply with the standard front office procedures for hotel operations	52	92.90	4	7.20
8. Identified various transactions and services within each phase of the guest cycle.	44	78.60	12	21.40
9. Explained the various roles and functions of the various departments.	45	80.40	11	19.60
10. Described four phases of the guest cycle.	42	75.00	14	25.00
11. Identified the guest accounting process.	44	78.60	12	21.40
12. Created and maintained an accurate account record for each guest account.	43	76.80	13	23.20
13. Demonstrated the main reception duties.	40	71.40	16	28.60
14. Conducted process of registration.	37	66.10	19	33.90
15. Handled guest relations positively.	38	67.90	18	32.10

**Table 7. Response of the Culinary Arts Respondents on the Advancement of Knowledge in Joining Palawan Tour**

Advancement	Number of Students with Response of “Yes”	Equivalent Percent on the Response “Yes”	Number of Students with Response of “No”	Equivalent Percent on the Response “No”
1. Created awareness on the rich local and distinct cuisines of Puerto Princesa and learn from the success of the pastry and bakery business of Baker's Hills	80	96.40	3	3.60
2. Observed, on a “guest” point of view, the housekeeping operations	77	92.80	6	7.20
3. Perform and applied knowledge, skills and strategies needed to render excellent service to the guest.	78	94.00	4	6.00
4. Learned operate cleaning equipment accurately with efficiency.	81	97.60	2	2.40
5. Explained the importance of basic principles and techniques of food production.	75	90.40	8	9.60
6. Demonstrated the main reception duties.	69	83.10	14	16.90
7. Conducted the process of registration.	70	84.30	13	15.70

In relation to this, Rajeshkannan Mj [9] stated that students get idea on concepts through live examples. Furthermore, Taneo [10] affirmed that a teacher/lecturer still has an opinion that learners will be smarter when they know more facts. This thought means the learning activity as a facts-memorizing activity. In such the learning pattern, it is a tendency for the lecturers or teachers to transmit facts or concepts without the students understand or construct the taught concepts. This learning method is called ‘the conventional learning method’, teachers/lecturers just push the students to give answers only by memorizing what they have listened, read or observed. Consequently, students ‘thinking ability and critical understanding are hard to identify.

As shown on Table 7, majority of the questions about the advancement of knowledge of culinary

arts respondents obtained a very high level of rating.

Specifically, highest equivalent percentage obtained was in terms of creating awareness on the rich local and distinct cuisines of Puerto Princesa and learning from the success of the pastry and bakery business of Baker's Hills with an equivalent percentage of 96.40 and the lowest equivalent percentage obtained was in terms of demonstrating the main reception duties with 83.10%.

The fieldtrip in Tourism and Hospitality education is a useful educational tool for transforming learning experience beyond the traditional classroom [11].

This gives them enough training before they are deployed in their chosen fields and practice what they have learned from the institution [12].

As shown in Table 8, the activities in Palawan Tour is very relevant to tourism students for it resulted with very high level of rating.

**Table 8. Level of Relevance of Palawan Tour among Tourism Respondents**

Indicator	Mean	Std. Deviation	Interpretation
1. The audible that provides information about Puerto Princesa Underground River	3.42	0.598	Very Relevant
2. The information provided by the tour guide about Honda bay	3.34	0.619	Very Relevant
3. The cultural show that you witnessed in Tribal Village	3.53	0.565	Very Relevant
4. All poster and information provided by the Crocodile Farm personnel.	3.18	0.693	Very Relevant
5. The history of Plaza Quartel that was stated by the tour guide	3.15	0.698	Very Relevant
6. The orientation provided by the hotel personnel	3.40	0.665	Very Relevant
7. Check in and check out procedure in the airport.	3.52	0.621	Very Relevant
8. The seminar that was conducted about accommodation sector or roles of government in the success of Palawan's tourism industry.	3.54	0.583	Very Relevant
<b>Overall Level of Relevance</b>	<b>3.38</b>	<b>0.424</b>	<b>Very Relevant</b>

Note: 4.00 – 3.25: Very Relevant; 3.24 – 2.50: Relevant; 2.49 – 1.75: Irrelevant; 1.74 – 1.00: Very Irrelevant

**Table 9. Level of Relevance of the Palawan Tour Among International Hospitality Management Respondents**

Indicator	Mean	Std. Deviation	Interpretation
The audible that provides information about Puerto Princesa Underground River	3.75	0.477	Very Relevant
The information provided by the tour guide about Honda bay	3.73	0.587	Very Relevant
The cultural show that you witnessed in Tribal Village	3.71	0.494	Very Relevant
All poster and information provided by the Crocodile Farm personnel.	3.59	0.682	Very Relevant
The history of Plaza Quartel that was stated by the tour guide	3.64	0.586	Very Relevant
The orientation provided by the hotel personnel	3.59	0.654	Very Relevant
Check in and check out procedure in the airport.	3.71	0.494	Very Relevant
The seminar on Hotel Operations focusing on Front Office and Housekeeping Operations.	3.62	0.648	Very Relevant
<b>Overall Level of Relevance</b>	<b>3.67</b>	<b>0.466</b>	<b>Very Relevant</b>

Note: 4.00 – 3.25 Very Relevant; 3.24 – 2.50 Relevant; 2.49 – 1.75 Irrelevant; 1.74 – 1.00 Very Irrelevant

The seminar that was conducted about accommodation sector or roles of government in the success of Palawan's tourism industry ranked the highest with a mean of 3.54 and the history of Plaza Quartel that was stated by the tour guide ranked lowest with a mean of 3.15. Most of the respondents consider that the seminar that was conducted in Palawan is the most relevant to their course.

Shakil et al. [13], explained that educational trips are a means of essential learning, where students go through essential learning experiences under the leadership and guidance of trained instructors. Behrendt and Franklin [14] noted that experiential learning at formal and informal field trip venues increases student interest, knowledge, and motivation.

As shown in Table 9., in terms of the relevance of the activities of International Hospitality Management students during Palawan tour, the audible that provides

information about Puerto Princesa Underground River ranked with the highest mean of 3.75 while the lowest rank among the activities is looking and observing in all poster and information provided by the Crocodile Farm personnel with the mean of 3.59.

Myers and Jones [15] cited in Shakil et.al.[13] describe that educational field trips should be designed around specific educational objectives. Quality experiences lead to deeper learning and interest development [14].

Table 10 presents the result of relevance of the activities during Palawan tour to the Culinary Arts students for it has obtained a very high level of rating. The table shows that the guided inspection in Baker's Hill's pastry kitchen is the most relevant activity to their course with a mean of 3.67. The activity with the lowest mean is the observation of poster and information provided by the Crocodile Farm personnel.

**Table 10. Level of Relevance of the Palawan Tour among Culinary Arts Respondents**

Indicator	Mean	Std. Deviation	Interpretation
1. The audible that provides information about Puerto Princesa Underground River	3.37	0.792	Very Relevant
2. The information provided by the tour guide about Honda bay	3.30	0.711	Very Relevant
3. The cultural show that you witnessed in Tribal Village	3.30	0.694	Very Relevant
4. All poster and information provided by the Crocodile Farm personnel.	3.25	0.678	Very Relevant
5. The history of Plaza Quartel that was stated by the tour guide	3.29	0.672	Very Relevant
6. The orientation provided by the hotel personnel	3.49	0.632	Very Relevant
7. Check in and check out procedure in the airport.	3.52	0.651	Very Relevant
8. The seminar on Hotel Operations focusing on Front Office and Housekeeping Operations	3.60	0.661	Very Relevant
9. The guided inspection in Baker's Hills' pastry kitchen	3.67	0.543	Very Relevant
<b>Overall Level of Relevance</b>	<b>3.43</b>	<b>0.401</b>	<b>Very Relevant</b>

Note: 4.00 – 3.25 Very Relevant; 3.24 – 2.50 Relevant; 2.49 – 1.75 Irrelevant; 1.74 – 1.00 Very Irrelevant

**Table 11. Rating of the Respondents on the Enhancement of Soft Skills after Joining Palawan Tour**

Soft Skills	TTM		I	IHM		I	CA		I
	Mean	SD		Mean	SD		Mean	SD	
1. Demonstration of interpersonal skills through effective listening and establishing rapport.	3.20	0.600	E	3.39	0.679	HE	3.10	0.806	E
2. Application of ethical principles and frameworks in decision making.	3.07	0.742	E	3.46	0.687	HE	3.27	0.682	HE
3. Identification and application of knowledge of personal and group process skills by participating in specific tasks.	3.27	0.651	HE	3.46	0.687	HE	3.24	0.673	E
4. Relevant knowledge and skills from multiple business functional areas	3.08	0.703	E	3.50	0.688	HE	3.29	0.819	HE
<b>Overall Rating on the Enhancement</b>	<b>3.15</b>	<b>0.555</b>	<b>E</b>	<b>3.45</b>	<b>0.625</b>	<b>HE</b>	<b>3.22</b>	<b>0.579</b>	<b>E</b>

Legend: E-Enhanced; HE-Highly Enhanced

**Table 12. Rating of the Tourism Respondents on the Enhancement of Hard Skills after Joining Palawan Tour**

Hard Skills	Mean	Std. Deviation	Interpretation
1. Appreciation of the functions and duties of airport/airline employees	3.35	0.656	Highly Enhanced
2. Ability to describe roles, responsibilities, and components of the airline business.	3.24	0.689	Highly Enhanced
3. Recognition of the importance of an efficient transportation system to the tourism industry.	3.34	0.600	Highly Enhanced
4. Familiarization with regulations applicable to air, sea and land transportation	3.46	0.620	Highly Enhanced
5. Indication of the factors that affect transportation operation	3.45	0.637	Highly Enhanced
6. Comprehension about the marketing strategies applicable to the airline industry's unique product	3.35	0.689	Highly Enhanced
<b>Overall Rating on the Enhancement</b>	<b>3.37</b>	<b>0.501</b>	<b>Highly Enhanced</b>

Note: 4.00 – 3.25:Highly Enhanced; 3.24 – 2.50: Enhanced; 2.49 – 1.75: Slightly Enhanced; 1.74 – 1.00: Not Enhanced

Patrick [16] proposed that field trips should be weaved into the teaching schedule as this will provide an opportunity for students to view information for themselves and use their own senses to touch or feel materials that they had previously only heard about [16]. Young travelers today want, more than ever, to enrich themselves with cultural experiences, to meet

local people, and to improve their employability when they return home [17].

Table 11 shows the result of the enhancement of soft skills of the respondents. All questions obtained a high rating with a mean not lower than 3.07. According to the results, the soft skills of the TTM and CA respondents were enhanced and the soft skills of the IHM respondents were highly enhanced.

In relation to this, Jenkins [18] conveyed that traveling opens new doors and opportunities; it always makes you want to learn more. As present day social studies education processes aimed at citizenship imply the need for growth in critical thinking, and reflecting abilities, in some cases a profound transformation may occur in students. In order to maximize its positive impacts, educational travel needs to be approached with efforts to shape students' worldviews, develop their understandings of global and historical perspectives, and foster inclinations towards compassion and community [19].

Table 13 presents the enhancement of hard skills of International Hotel Management students who joined Palawan Tour. In assurance, the highest point is ability to explain the housekeeper's report and its relationship to the night audit with the mean of 3.16. The lowest point is the illustration of the role of credit in business with a mean of 3.05.

Krakovka's [20] believe that "learning is the process whereby knowledge is created through the transformation of experience" (p. 237). In addition to this, study confirms that students learn more from travel and experiential learning than in academic settings [21].

Table 14 presents the result of the enhancement of the hard skills of the culinary arts respondents. All the questions about the enhancement of hard skills obtained a very high level of rating. Most of the respondents think that the Palawan tour was able to enhance their comprehension about art and science of culinary in a safe, sanitary and nutritious manners and ability to have positive attitudes in culinary arts and kitchen operations for they have the highest mean of 3.46. The competency of skills and ethics of food production and cooking costs has the lowest mean of 3.28. Aggarwal [22] cited in Shakil, et.al.[13] describes that educational field trips are also helpful for the teachers to clarify, establish, co-relate and coordinate accurate concepts, interpretations and appreciations and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Involvement in a real-world experience makes learning more meaningful and memorable [23].

## CONCLUSION

The result of the study had affirmed that the educational tour that was conducted by the College of International Tourism and Hospitality Management in Palawan helped the Tourism, International Hospitality Management, and Culinary Arts students in enhancing their built in soft and hard skills. To top it all, the

Palawan Tour 2017 highly enhanced the competencies of the students who participated in the tour because of the intensive actual experiences and activities they had.

Furthermore, because of the impact of the tour to the students and the success of the tour itself, the trust and loyalty of Lyceum of the Philippines University – Cavite to Palawan, as a destination, developed which may result for more tours to be conducted in the said destination.

## RECOMMENDATION

### The College of Tourism and Hospitality Management

Based on the result of the survey questionnaires, the researchers recommend to continue conducting an annual Palawan Tour for the students because the research showed that the tour gave them advancement in knowledge and it also showed that the tour highly enhanced the skills of the students and it is relevant to the program of the students.

### The Students

For the students, it is best for them to participate in activities like educational tours. Learning can also be done outside the four corners of the room. The researchers encourage the future participants of the tour to participate and be cooperative in all activities that will be given to them because all destinations and activities that are included in the tour itinerary have a massive impact in the enhancement of their competencies.

### Travel Agencies

The researchers recommend creating tour proposals based on the submitted requirements of the educational institution. The proposal should comply with the tour objectives and will present a thorough explanation how each objective will be achieved.

### Government Institution

It is recommended for the government to conduct an audit based on the relevance of educational tours to the stakeholders by thorough inspections. The government should also carefully analyze the credibility of travel agencies of educational tours.

Future researches may use the result of this thesis as a guide for their further- research. Moreover, a comparative study about CITHM Palawan Tour 2017: A Study of Students' Knowledge Advancement, Skills Enhancement, and Program Relevance can be done in



order to update the data and results for additional information.

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