

Effectiveness of Educational Tours to the Tourism and Hospitality Management Students

Jaquilyn S. Suarez, Jennina D. Anuran, Tiffany Jane A. Liabres, Ina Maria Francesca N. Mendoza, Eloisa Joyce V. Verzo, Sevilla S. Felicen (DBA)
Bachelor of Science in International Travel and Tourism Management,
College of International Tourism and Hospitality Management, Lyceum of the
Philippines University, Batangas City
jaquisuarez23@gmail.com, jenninaanuran@gmail.com, tiffanyliabres@gmail.com, inamendoza26@yahoo.com, eloivrz@gmail.com

Abstract – *Students are being encouraged to participate in numerous local educational tours which are relevant to the curriculum. This study described the profile when it comes to age, gender, year level, program, and educational tour joined; assessed the factors that motivate students to join educational tours, determined effectiveness of educational tour to students; identified the problems encountered related to the tours; and lastly, proposed an action plan addressing the identified problems. The researchers used descriptive research design with graduating students as respondents. Self-made questionnaire was utilized and statistical tools such as weighted mean, frequency distribution, and percentage were employed. Majority of the respondents are aged 20 years old and above, female and International Travel and Tourism Management (ITTM) students. The tour that had the most number of participants is the Hotel Familiarization Tour. The main problem encountered was related to finances. Future study may be conducted on the feedback of students to the services rendered by Travel Agencies handling educational tour.*

Keywords: *Educational tours, CITHM Students, Curriculum*

INTRODUCTION

Education provides proper knowledge, skills and attitude to the learners so that they would able to grasp and manage different opportunities and develop various potential for success in the chosen field of endeavor (Laguador, Velasquez, & Florendo, 2013; Laguador, 2013; Aguado et al., 2015). It is where the younger member of a generation will absorb all the knowledge of the senior generation and it depicts an important function in measuring the performance of an individual in which it acts as an essential requirement of progress because it allows people to be aware of their

surroundings thus making them rationalist and scholarly in their own perspective ("Essay on Education", 2017).

Tertiary education is of primary importance because the fulfillment in an individual's chosen fields depend on it and it uses comprehension practically and effectively (Knight, 2015). Colleges and universities are the institutions in which acquiring knowledge, fieldworks, and most especially, cultivated graduates are made and the goal of tertiary education is to deliver functional instruction in which the results are determined by the students' accomplishments and learnings. This gives them enough training before they are deployed in their chosen fields and practice what they have learned from the institution (Yamashita, 2016).

Tourism is one of the growing industries in the Philippines where participation on various activities related to cultural, ecological and religious (De Castro et al., 2014; Ylagan & Laguador, 2014; Buted, Ylagan & Mendoza, 2014; Tamayo & Celis, 2014) are being made available to students. Educational tours play an important role in education for it provides the students with direct experience that have relation to the syllabus and theories being discussed in their fields of study. It also answers to the principle of learning by doing where students could able to experience and perform some tasks as part of the Outcomes-based education (Encio et al., 2016; Laguador, 2014; An, 2014; Anuran et al., 2016).

Lyceum of the Philippines University – Batangas is the Philippines most awarded Hospitality and Tourism educational institution and it is the first university to have the Center of Excellence in its HRM course and Center of Development in its Tourism course. This educational institution is the premier colleague of Dusit Thani College in Thailand and it is Dusit International's superb hospitality organization ("International Tourism and Hospitality Management", 2012).

The University already had its tours in Pampanga, Palawan and Ilocos from the year 2013 until the year 2016 which made the students' learning process significant as well as entertaining. It also had its own hotel familiarization in different well-known hotels in the Philippines and it gave them a glimpse of what it looks like working in that kind of institution. They also had a day tour in wine museum and it gave students additional learnings about the different kinds of wine and making them experience tasting some excellent wine and food pairings.

The purpose of the researchers on conducting this study is to mainly determine the effectiveness of educational tours where satisfaction on the learning experience of the students is an utmost importance (Laguador, De Castro & Portugal, 2014; Bencito, 2014; Agulo et al., 2015; Dacuray et al., 2015). This study contributed to the school's curriculum because it can serve as a basis for feedback from the participants of the tours. It may enhance the upcoming tours that will be conducted in the future or it may change the training and seminars related that it will be included each tour.

OBJECTIVES OF THE STUDY

This study is mainly focused on the effectiveness of educational tours to CITHM students. Specifically, it aimed to describe the profile of CITHM students in terms of age, gender, year level, program and educational tour joined; to assess the factors that motivate students to join educational tours; to determine the effectiveness of educational tour to CITHM students; and to identify the problems encountered by students who joined before and during the tour.

METHODS

Research Design

The researchers used the descriptive method to gain sufficient information and data to meet the objectives of this research. Descriptive research strategies do not make exact forecasts, and they do not decide circumstances and end results. Contextual analysis includes an inside and out investigation of an individual or gathering of people and it regularly prompts to testable theories and permit the researcher to concentrate on uncommon marvels (Hale, 2011).

Participants

This study utilized a total of 384 fourth year students from the CITHM Department. There were 22 participants from CAKO, 60 participants from CLOCA, 61 participants from CLOHS, 70 participants from HRA, and 141 participants from ITTM. The numbers of the participants were based on the registrar's record on the number of enrollees for second semester SY 2016-2017.

Instrument

The researchers' data gathering instrument was self-made and the questions for each variable were based on the objectives of the study. Since it is a self-made data gathering instrument, it was validated by the panel members and underwent a reliability test. The reliability test had 10-15 respondents but these respondents were not included in the actual survey. The self-made data gathering instrument that was made by the researchers consists of four parts. Part 1 contains the profile of the students in terms of age, gender, year level, program and educational tour joined whole part II determines the factors that motivate students to join the tour Likewise, the third part mainly determines the effectiveness of educational tours for the participants and the fourth part contains the problems encountered during the tours. The result of the reliability test was good since the over-all Cronbach alpha of the instrument was greater than 0.70. When it comes to the factors that motivate students to join the tour, the result was 0.818, 0.830 to the

effectiveness of educational tours for the participants, and lastly the problems encountered during the tours got 0.838.

Procedure

Upon doing some brainstorming, the researchers came up with a topic and submitted it to the research adviser. Questionnaires were made based on the proper contents and facts. After constructing the questionnaire, the researchers presented it to the research adviser for opinions and suggestions, then it was submitted for approval. After the approval of the research adviser, the researchers did the final abstract to get ready for the distribution of questionnaires. The data gathered were tallied, analyzed, and interpreted.

Data Analysis

The data gathered from the participants were interpreted using different statistical tools like: weighted mean, frequency distribution, and percentage. The frequency distribution and percentage were used to assess the profile of the participants while weighted mean was utilized to assess the other variables. The given scale was used to interpret the result of the data gathered: 3.50 – 4.00 = Strongly Agree/ Highly Effective; 2.50 – 3.49 = Agree/Effective; 1.50 – 2.49 = Disagree/Less Effective; 1.00 – 1.49 = Strongly Disagree/Not Effective.

RESULTS AND DISCUSSION

It is illustrated in Table 1 that in terms of age, respondents aged 20 years old and above has the highest percentage with 271 or 70.60 percent followed by the respondents aged 19 years old having 111 or 28.90 percent. Lastly are the respondents aged 18 years old comprising 2 or 0.50 percent.

Such was the case because Filipino students graduate from high school at the age of 16. If they take a four year college course, they will graduate college at the age of 20-21. Moreover, the respondents of this study are the graduating students of the CITHM Department and their birth years range from 1996-1997.

One of the most unforgettable experiences of college students is participating in educational tours regardless of the students' age. Educational tours give significant answers to important questions without staying in the classroom and this is the reason why educational tours serve as a superb point of reference when it comes to learning. The people who organize the educational tours always take age, capabilities and number of students into consideration mostly because those factors are major concerns why the activity is being held by the school. The people who organize the tours also make sure

that the activities being conducted are appropriate for the students' age ("Know the Questions", 2017).

Table 1. Percentage Distribution of the Respondents' Profile

	Profile Variables	f	%
Age	18 years old	2	0.50
	19 years old	111	28.90
	20 years old and above	271	70.60
Sex	Male	143	37.20
	Female	241	62.80
Program	ITTM	141	36.70
	CAKO	22	5.70
	CLOCA	60	15.60
	CLOHS	91	23.70
	HRA	70	18.20
Educational Tour/s Joined	Palawan Tour	36	9.40
	Pampanga Tour	124	32.30
	Ilocos Tour	68	17.70
	Wine Museum	212	55.20
	Hotel Familiarization	367	95.60

When it comes to gender, female students dominated having 241 or 62.80 percent while male has 143 or 37.20 percent. Female students dominated because majority of the graduating enrollees in the CITHM Department are female.

According to Yafang and Goyong (2010), females opt hospitality-related careers and they are more likely to choose hospitality-related courses than male who, somehow, has a positive outlook to the industry.

In addition to the percentage distribution of the respondents' taken course, ITTM topped with 141 or 36.70 percent followed by CLOHS having 91 or 23.70 percent and lastly HRA which has 70 or 18.20 percent. However, the course that ranked fourth in this survey is CLOCA comprising 60 or 15.60 percent followed by CAKO with 22 or 5.70 percent. The reason why ITTM ranked the highest is because this course has the highest number of graduating enrollees. Many students opt to experience the quality education in LPU's Tourism program because it is one of the country's most recognized university when it comes to the field.

Table 2 presents the factors that motivate students to join educational tours. It was found out that the overall composite mean is 3.26 and rated agree. Among all items, the factor that motivates the respondents the most in joining educational tours is they want to have fun and have good memories with their classmates and friends (3.60) which

followed by the inclusions were interesting and they want to experience it (3.51) and both was rated strongly agree. They also agree that they want to learn something that haven't learned inside the classroom (3.45).

Table 2. Factors That Motivate Students to Join Educational Tours

Indicators	WM	VI	Rank
1. I get incentives for major examinations	3.18	Agree	6
2. My parents want me to participate in this type of activity	2.97	Agree	9.5
3. I was encouraged by my friends	3.16	Agree	8
4. The inclusions were interesting and I want to experience it	3.51	Strongly Agree	2
5. I want to learn something that I haven't learned inside the classroom	3.45	Agree	3
6. I want to have fun and have good memories with my classmates and friends	3.60	Strongly Agree	1
7. The professors from my department have encouraged me to join	2.97	Agree	9.5
8. I always wanted to go to the place where the tour is conducted	3.43	Agree	4
9. I want to experience interacting with the locals	3.17	Agree	7
10. I want to meet new friends from other program and year level	3.19	Agree	5
Composite Mean	3.26	Agree	

Most of the students' reason for joining educational tours is because they want to have great memories that they can look back to after the trip and just have fun with their friends and classmates with no school works to worry about. Joining educational tours with peers may also mean strengthening the bond as a group or as friends while learning and having fun at the same time.

According to Kennedy (2014), one of the significant parts during an educational tour is that the students are enjoying the tour while learning something new at the same time. Taking students to a place they have never been before is a convenient occasion for them to have the chance to go in an adventure with their friends and contribute their knowledge to the places they are going with each other. These bustles make them have a distinguishing opportunity for the students to be unified to their peers and it will make them to have gratefulness and relish at the same time.

Among the items that were verbally interpreted agree, "I was encouraged by my friends" (3.16), "My parents want me to participate in this type of activity", and "The professors from my department have encouraged me to join" got the lowest rank both having 2.97 weighted mean.

Most parents of the respondents did not allow them in joining educational tours primarily because of the reason that the places being visited to are very far away. Fieldtrips these days become a fad and lacks educational relevance and very expensive at the same time. Parents are not assured that their children are safe and they are worried about the accident that might happen during the trip because accidents cannot be avoided. They also worry about the places they will go to specially if it is in places like mountains or somewhere where there is water. It is all in their freewill if they will allow their children and the school does not have any responsibility in whatsoever happens with the trip.

Every parent fears of letting their children join in educational tours especially if there would only be a few adults supervising their children throughout the tour. They all fear of the safety and the whereabouts of their child. When they don't allow their children in joining, this does not mean that they are not interested in the new ways on how their children will learn new things. Each parent just wants to make sure that the safety of their children will be taken care of by the adult who will be with them all the time ("Moms Talk, 2017").

Professors do not encourage their students that much in joining because it is simply not mandatory in their specific subject. They know that somehow when the students join the educational tours, they will not get that much of incentives or gain that much learning.

All tertiary institution heads were instructed by CHED to make other optional requirements for those students who will not be able to join the educational tour. It is also stated that academic subjects do not comprise educational trips and that is the reason why educational trips should not be made mandatory by the universities. It is also noted that big profits are being projected by the university by making students participate in their tours (Mateo, 2017).

Table 3 presents the Effectiveness of Educational Tour. It was found out that the over-all assessment was 3.42 and rated as effective.

Among the items, the most effective for the respondents is "Encouragement to take responsibility for my own learning" that got the highest mean value of 3.54 then it was followed by "Improvement of learning resourcefulness" with a weighted mean of 3.50 both rated as highly effective. Third in rank is the item "Develop Social Skills" with a weighted mean of 3.49 verbally interpreted as effective.

It is shown that the most influential effect in joining educational tours for students is being motivated in having the control for their own intellect. It only means that the main reason why students join the tour is because they wanted to gain extra knowledge and idea which they do not learn inside the classroom. They could learn a lot

of things by joining a certain educational tour. Therefore, the previous educational tours that were conducted by the department were an effective tool for the students to gain insights and view other perspective for their learning that may help the students for their future references on their way to their career.

Table 3. Effectiveness of Educational Tours

Indicators	WM	VI	Rank
1. Encouragement to take responsibility for my own learning	3.54	Highly Effective	1
2. Learning resilience through building self- confidence and understanding	3.42	Effective	4
3. Putting theory into practice	3.28	Effective	10
4. Development of observational skills	3.40	Effective	7.5
5. Facilitation of experiential learning	3.35	Effective	9
6. Establishment of intellectual value of the educational tour	3.41	Effective	5.5
7. Facilitation of learning about the practical aspects of the subject	3.41	Effective	5.5
8. Development of social skills	3.49	Effective	3
9. Improvement of learning resourcefulness	3.40	Effective	7.5
10. Improvement of creative learning	3.50	Highly Effective	2
Composite Mean	3.42	Effective	

Shakil, Faizi and Hafeez (2011), considered educational tours as enhancers of students' cognitive growth by means of observing and aside from this, one of the basic benefits of educational tours is the reality that it develops actual and true-to-life experiences. Enriched memory is often seen as a result from joining educational tours as these give the students a chance to connect with the things that they are being exposed to because they can view it face to face, and take part with the activities therewith. The learners undergo mandatory learning process while being effectively led by the professors and this is one of the reasons why joining educational tours is an innovative way of gaining knowledge. Joining such activities helps the learners to enhance their personality and developments when it comes to their physical, mental and social well-being.

Among the items that were verbally interpreted effective are, "Improvement of learning resourcefulness" (3.40), "Facilitation of experimental learning" (3.35) and lastly "Putting theory into practice" (3.28) that got the lowest mean score.

It is also stated that applying the knowledge gained from the tour to other activities has the least effect to students. Bringing learning into action means applying the subject into an actual situation. Therefore, majority of the respondents were not able to apply or use the learnings they got from the educational tours on a real-life situation

because the learnings acquired from the tours are applicable only to the students' future careers and most of the activities that are done in school are paper works.

Students may gain knowledge about various ideas, opportunities and professions through educational tours. An educational tour may help the students practice their ideas and skills and awaken their anticipation to experience unfamiliar things. It would also help them to apply the things they have learned inside the classroom in a real-life experience. It also introduces the students to work opportunities that can encourage them to new interests and passions for their career in the future. The outcome of the tour may result into the students in better success in all subjects. The students more likely to appreciate and understand the point and meaning of educational tours by seeing an actual situation application of the topics they discussed in the university ("Benefits of Field Trips", 2017).

Table 4. Problems Encountered Related to the Tour/s

	Indicators	WM	VI	Rank
1.	Finances because the tour was expensive	3.20	Agree	1
2.	The tour coordinator/ tour guide can't handle the students properly	2.41	Disagree	8
3.	The time allotted per attraction was short and there are many things that I still want to explore	3.03	Agree	2
4.	The foods during the tour was not satisfying	2.71	Agree	5
5.	The tour was not interesting	2.24	Disagree	10
6.	The tour guides/speakers of the seminar were not delivering enough information	2.47	Disagree	7
7.	The hotel's amenities where we stayed (if any) were not enough and the services were not satisfactory	2.79	Agree	4
8.	The itinerary didn't follow the timeline	2.80	Agree	3
9.	The transportation was not comfortable and there were only few stopovers	2.58	Agree	6
10.	The inclusions of the tour because they were disappointing	2.37	Disagree	9
Composite Mean		2.66	Agree	

Table 4 depicts the problems encountered related to the tours. The over-all composite mean of 2.66 indicates that the respondents agreed on the above mentioned problems encountered. The item, "Finances because the tour was expensive" got the highest weighted mean score of 3.20 and rated agree, followed by "The time allotted per attraction was short and there are many things that I still want to explore" (3.03) and "The itinerary didn't follow the timeline" (2.80), all rated as agree.

It is stated in the results that the problem that majority of the students encountered in relation to the tour/s is related to finances. It only means that the students find the school's educational tours really expensive that is why some of the students chose not to join except when they are getting really huge incentives or they are duly required by the professors.

According to Boncocan (2017), all universities should give announcement and information regarding the upcoming tours so that the students may have ample time to save up the intended money for participating in the activity. It is also stated in CHED Memorandum Order 17 that the universities are required to submit all the necessary information related to the educational tour's nature and all field trips should be scheduled at least one month before the academic year's opening.

Other items were verbally assessed disagree, "the tour coordinator/tour guide can't handle the students properly" (2.41), "The inclusions of the tour because they were disappointing" (2.37), and "The tour was not interesting" that has 2.24 and got the lowest mean value.

It has resulted that the educational tour conducted being uninteresting was the least problem encountered by the students. It simply means that students are enjoying the tour, and students find the tours interesting because they can get benefits from joining. The tours conducted by the school are related to the students' field of study in which they can use their learnings gained from the tour in their future pursuit and aside from these, all the activities in the itinerary are enjoyable for the students.

Students who join educational tours earn several benefits from the tours that they participate in. These include a better attitude in learning new things, improved skills in communication, better anxiety management, gratefulness of the things they already have, being extra active, developing their empathetic skills, and be eager to listen and respect different opinions, and learning to limit material desire (Pan, 2012).

Table 5. Difference of Responses on the Factors That Motivate Students to Join Educational Tours When Grouped According to Profile Variable

Profile Variables	F - value	p - value	Interpretation
Age	0.007	0.993	Not Significant
Sex	2.256	0.025	Significant
Program	1.887	0.112	Not Significant

Legend: Significant at p-value < 0.05

Based from the result on Table 5, the factors that motivate students to join educational tours vary according to sex. This was observed since the obtained p-value of

0.025 is less than 0.05 alpha level. This means that the factors that motivate male students differ significantly in terms of sex.

Female are more interested in joining educational tours, simply because female always wanted to explore and to have the opportunity to observe many things that are not available at the school. Females tend to be more adventurous compared to males and the number of female enrollees in the university is way bigger than males.

Much of the educational tours are wanted by female students to be spent in small circle of friends, talking to each other and learning. Educational tours being conducted at the early parts of the semester are helpful for the students to bond with their classmates that they do not know that well. Going to faraway places is always exciting for the learners and every educational tour are highly anticipated by each and every one of them. Females have more interest in educational tours in which they gain exceptional learnings without using objects that are found in a usual classroom and they always have the thought that learning is more fun in an informal environment ("What is an educational tour?", 2017).

CONCLUSION AND RECOMMENDATION

Majority of the respondents are aged 20 years old and above, female and ITTM students. The tour that had the most number of participants is the Hotel Familiarization Tour. The main factor why students chose to join the educational tours is to have fun and create good memories with classmates and friends. The tours are most effective when it comes to encouragement to take responsibility for the respondents' own learning after they have joined the tours. The main problem that was encountered relating to the tours is finances.

It is recommended that the tour organizers may make the tour package more affordable but still ensure that it will provide new and more learning for the students. The college may conduct more tours in which the students are entitled to have field duties like the one that was done in Pampanga Tour. The school may conduct international tours so that the students will be exposed to foreign cultures and places. The school may have seminars for the parents in which it will discuss the inclusions of the tour that will be conducted. The school may post a teaser video of the future tour in various social media websites to boost the interest of the students in joining. Future study may be conducted on the feedback of students to the services rendered by Travel Agencies handling educational tour.

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