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LEVEL OF EFFECTIVENESS OF EDUCATIONAL TOUR OF TOURISM STUDENTS TOWARD CAREER DEVELOPMENT: BASIS FOR ENHANCEMENT PLAN

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Abstract

The study aimed to determine the impact of educational tours on students' practical experience, skill development, emotional and social readiness, career preparedness, and industry exposure. The researchers used a quantitative descriptive method to gather and analyze data. Information was collected through a survey questionnaire distributed to one hundred twenty-two (122) respondents, consisting of one hundred twelve (112) fourth-year tourism students from National University Fairview and STI College-Novaliches, and 10 educational tour implementers from various institutions. Participants were chosen using purposive sampling, selecting only those who had joined at least one educational tour. The results showed that both students and implementers found educational tours to be highly effective in improving practical experience, skills, and career readiness. Tours helped develop students' communication, teamwork, and technical abilities, and boosted their confidence in professional settings. However, leadership development received lower ratings, suggesting a need for more opportunities for students to take initiative during tours. The Mann-Whitney U Test revealed a significant difference between the perceptions of students and implementers, with implementers giving higher ratings and viewing the tours as more beneficial overall. Both groups agreed that educational tours are essential for professional growth. The study concluded that while these tours effectively link theory and practice, they can be improved through structured learning, leadership training, reflection, and stronger collaboration between schools and tourism establishments. These findings guided the development of an Educational Tour Enhancement Plan to make tours more meaningful, skill-focused, and career-oriented.

Keywords: *Effectiveness of educational tour, educational tourism, career development of students, enhancement plan for educational tour.*

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INTRODUCTION

Educational tours provide students with valuable learning experiences beyond the traditional classroom. These excursions offer firsthand exposure to new environments, enhancing practical knowledge and reinforcing theoretical concepts. Many institutions integrate field trips into their curriculum, recognizing their role in effective, long-term learning (**Lim et al., 2020**). A key advantage of educational tours is their ability to broaden students' perspectives by exposing them to diverse learning settings. Research on field trips in hospitality and tourism programs highlights their long-term benefits, even post-graduation (Sotomayor, 2020). The quality of these experiences directly affects student satisfaction and learning outcomes (Li & Liang, 2020). It is emphasized that educational trips should be both informative and enjoyable, as engagement enhances learning. Tourism students particularly benefit from hands-on exposure to industry practices, which boosts motivation and professional confidence. Educational tours provide tourism students with direct industry exposure, allowing them to observe professionals and gain career insights. Unlike theory-based learning, these trips immerse students in real-world scenarios, enhancing curiosity and critical thinking. It is noted that interacting with locals fosters cultural awareness and appreciation of diverse traditions. Such exposure helps students apply their knowledge practically and implementation readiness (**Mallillin et al., 2020**).

The tourism industry is evolving, with trends like sustainable tourism and technological advancements shaping operations. UNWTO (2023) reports that responsible tourism is growing, promoting eco-friendly practices that benefit local communities. Technological innovations such as AI and virtual reality also impact the industry, requiring students to stay updated on modern developments. Educational tours introduce students to these trends, preparing them for industry shifts. Despite growth, tourism faces challenges like overtourism and global crises (**Khater et al., 2024**). Issues like environmental degradation and the COVID-19 pandemic expose vulnerabilities in the industry. Educational tours help students understand how professionals address these challenges, fostering adaptability and problem-solving skills (**Chen & Zhang, 2021**). A major challenge in tourism education is bridging the gap between theoretical knowledge and practical skills. Many graduates lack hands-on experience, making it difficult to navigate industry challenges (**Chen & Zhang, 2021**). Limited access to experiential learning, especially in underfunded institutions, exacerbates this issue. Strengthening the emphasis on educational tours can help students gain practical exposure, better preparing them for careers in tourism **(Mallillin et al., 2020**).

Educational tours provide a thorough and engaging learning experience by skillfully fusing academic understanding with real-world experience, giving students a stronger understanding of global issues, cultural diversity, and industrial trends. These trips not only improve students' academic knowledge but also cultivate critical thinking, problem solving, flexibility, and good communication all of which are vital for career advancement. Educational tours help students build a well-rounded perspective and the skills they need to succeed in the constantly changing tourism sector by bridging the gap between classroom instruction and industry expectations through first-hand experiences and real-world applications (**Mallillin 2022, pp. 8-24**).

The tourism industry has grown significantly and has become an important part of the global economy. As the industry continues to grow, there is an increasing need for skilled professionals who can thrive in real-world situations with capabilities that cannot be fully developed through theoretical learning alone. Structured trips, commonly referred to as educational tours, give students hands-on experiences and practical knowledge in their

fields of study. According to **Uy et al. (2021)**, these tours are a vital part of the learning process, especially for tourism students, as education is no longer confined within the traditional boundaries of the classroom only. With the growing demand for tourism professionals, educational tours provide students with the opportunity to develop essential skills and knowledge that will help them in their future careers (**Mallillin, 2023**).

On the other hand, the level of efficiency of educational tours of students in tourism toward career development is subject to various limitations. It is limited among the selected tourism students on a geographic area and specific institutions. It may restrict to generalization of the school findings and other area or regions with various academic tourism and environment program that is based on the challenges and demands of digital intelligence in the effectiveness of educational tours among students (**Mallillin & Dolba, 2026, pp. 1845-1854**). It may be underestimated of overestimated in the effectiveness and competency of educational tours based on expectations, experiences, and personal perceptions. It influences accuracy and subjectivity of the findings and results. It focuses on the impact of career development and impact of educational tours. It does not measure the effect of actual employment, career progression, outcome, or sustains skill application in the tourism industry. The level and factors of effectiveness is based on level of student engagement, industry practices, availability of resources, and quality of tour organization. It engages the level of students effectiveness for educational tours that may affect the perceived characteristics as to career goals, prior knowledge, and motivation. It influences the benefits of educational tours for students. The limitations address the diverse sample and approaches to career outcome (**Liu et al., 2022**).

Educational tours bridge the gap between theoretical knowledge and real-world applications, allowing students to interact with diverse people from various backgrounds. This exposure helps them gain new perspectives, both locally and globally, contributing to their personal growth and enhanced comprehension of the industry, while also preparing them for the challenges and opportunities they will encounter in their careers. **Razdan (2024)** highlights trips to hotels, vineyards, distilleries, travel agencies, and corporate houses as key examples of educational tour activities. He emphasizes in his article that these field visits are essential in hospitality education, helping students gain a better understanding of Standard Operating Procedures (SOPs) and industry systems, equipping them for the workforce with practical knowledge that is also relevant to tourism students (**Syafruddin et al., 2025, pp. 290-299**).

In the rapidly-evolving tourism industry, educational tours close the distance between classroom education and practical exposure. Aligning with Target 8.9 of Goal 8 of the 17 United Nations' Sustainable Development Goals, there's a need to "*devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products*" (**United Nations, n.d.**). Industry ready tourism students require exposure to industry practices, cultural heritage and professional environments. These learning competencies among tourism students are rooted with Target 4.7 of Goal 4 of the 17 United Nations' Sustainable Development Goals, ensuring "*that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development*" (**United Nations, n.d.**). Such tours give students first-hand experience and train them in skills like adaptability, cultural sensitivity, and networking. **Canson and Caelian (2022)** explain that these experiences allow students to understand tourism operations further and develop their problem-solving

and decision-making skills required in their careers. Despite their benefits, organizing educational tours comes with challenges. Budget constraints, logistical issues, and accessibility concern often make it difficult for schools to facilitate these experiences. Furthermore, there is limited research that has been conducted on the direct effect that educational tours have on students' career development. It is important to bridge this knowledge gap hence in designing programs that suit the needs of the industry. This study aims to analyze the experiences and perceptions of future tourism professionals through educational tours to illuminate the role of educational tours on their career path. Through these optimizations, the tourism education in the Philippines can be enhanced, thus leading to a more productive and competitive workforce (**Mallillin et al., 2024**).

Statement of the Problem

This study aims to explore the Level of Effectiveness of Educational Tour of Tourism Students Towards Career Development: Basis for Enhancement Plan specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents, categorized as students and implementers, in terms of
    1.1 age,
    1.2 gender,
    1.3 name of college/institution,
    1.4 role in educational tour,
    1.5 frequency of participation in educational tours,
    1.6 position in handling educational tours, and
    1.7 number of educational tours facilitated?
2. What is the level of effectiveness of educational tours on the career preparedness of tourism students in terms of
    2.1 practical experience,
    2.2 skill development,
    2.3 emotional and social readiness,
    2.4 career readiness and
    2.5 industry exposure and engagement?
3. What are the challenges tourism students face in participating educational tours and what solutions can be offered to address these challenges?
4. Is there a significant difference between the assessment of the two groups of respondents based on the aforementioned variables?

Hypothesis

There is no significant difference in the assessment of the two groups of respondents, specifically the students who participated in educational tours and the implementers or organizers of these educational tours, in terms of their perceived effectiveness, benefits, and overall impact of the educational tour experience.

METHODS

Research Design

This study will utilize a descriptive quantitative research design to determine the influence of educational tours on the career development of tourism students. This approach is used to gather information that describes existing phenomena by systematically collecting numerical data and analyzing statistical patterns. It is suitable for this study as it allows the collection of measurable data on students' and Implementers perceptions regarding educational tours in terms of practical experience, skill development, emotional and social readiness, career readiness and industry exposure and engagement.

On the other hand, the questionnaire passes the validation process which is necessary in the research instrument. This has been validated to the expert in quantitative research. They are doctorate degrees and psychometricians. Suggestions and feedback have been given emphasis to improve the substance of the study. After the validation process of the research instruments, the research tools have pilot tested to ensure reliability of the questionnaire in the study.

This quantitative method provides an objective and structured approach to gather information from a large group of respondents through survey questionnaires. It enables the researchers to quantify behaviors, opinions, and attitudes regarding the impact of educational tours on career advancement. Additionally, it produces statistical results that can serve as a reliable basis for drawing conclusions and making recommendations (**Saunders et al., 2021**).

Respondents of the Study

The study will be conducted during the academic year 2025–2026 and will involve two groups of respondents: (1) fourth-year tourism students from selected institutions and (2) educational tour implementers or coordinators from various institutions, along with other relevant tourism stakeholders.

The sample size for student respondents is based on forty percent (40%) of the estimated total population of fourth-year tourism students enrolled in each institution. At National University, the total population is estimated at approximately two hundred (200) students, distributed across six sections, each comprising around thirty (30) to forty (40) students, including irregular enrollees. Based on this estimate, eighty (80) student respondents were selected. At STI College Novaliches, with an official total population of seventy-nine (79) students across two sections, thirty-two (32) respondents were selected. For the second group, at least ten (10) educational tour implementers or coordinators were purposively selected from various institutions and relevant tourism stakeholders. In total, the study involves one hundred twelve (112) student respondents and ten (10) implementers, amounting to a total of one hundred twenty-two (122) respondents. The sample size has been determined through Slovin Formula in getting the correct number of sample size (**Dunan & Mesra, 2025**).

Sampling Technique

This research will employ the purposive sampling technique, a nonprobability sampling method. Student participants will be selected based on the criterion that they are currently enrolled in a tourism program and have

participated in at least one educational tour organized by their institution. This ensures that only those with relevant experience are included in the study.

For the second group, educational tour implementers or coordinators will also be purposefully selected from any institutions. These individuals are chosen due to their active roles in organizing and managing educational tours and are expected to provide expert insights into their planning and perceived outcomes.

Purposive sampling is appropriate for this study because it focuses on participants who have direct and meaningful experiences related to educational tours, which are central to the research objectives. This technique enhances the reliability and relevance of the data gathered, especially in understanding how educational tours contribute to the career development of tourism students.

RESULTS and DISCUSSION

1. **On the demographic profile of the respondents in terms of age, gender, University, and participation in educational tours.**

Table 1

Distribution of Respondents in Terms of Age

Profile	Tourism Students		Implementers		TOTAL
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	
24 years old and above	5	4.07	11	8.94	13.01
21 - 23 years old	104	84.55	-	-	84.55
18 - 20 years old	3	2.44	-	-	2.44
TOTAL	**112**	**91.06**	**11**	**8.94**	**100.00**

The data revealed that the tourism student respondents fall into the normal age range of undergraduate college students, which is 21 to 23 years old, eighty-four-point fifty-five percent (84.55%). Only a small percentage of two-point forty-four percent (2.44%) are in the 18 to 20 age group, while a smaller percentage of four-point zero seven percent (4.07%) are in the 24 and older age group. This suggests that the majority of respondents are in their last years of college and actively involved in tourism-related academic and pre-professional activities. However, every implementer is at least 24 years old, eight-point ninety-four percent (8.94%), indicating that they are seasoned experts. This implies that they have the skills, knowledge, and real world experience needed to effectively oversee and lead instructional tours. Overall, the age distribution clearly separates implementers who are seasoned professionals in the field from students who are mainly young adults preparing to enter the tourism sector.

Findings show that profiles of the respondents have the necessary skills, knowledge, and real world experience needed to effectively oversee and lead instructional tours. Age distribution clearly separates implementers who are seasoned professionals in the field from students who are mainly young adults preparing to enter the tourism sector. It explores the career goals and perceptions of tourism students. Majority of the respondents are motivated to pursue

career in tourism due to its demands in the labor market industry. It determines the factors underlying the students professional perceptions in tourism based on society expectations (**Ortiz Zurita, 2025**).

Table 2

Distribution of Respondents in Terms of Gender

Profile	Tourism Students		Implementers		TOTAL
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	
Male	37	33.08	4	3.25	33.33
Female	75	66.98	7	5.69	66.67
TOTAL	**112**	**91.06**	**11**	**8.94**	**100.00**

Regarding the gender, the results indicate that sixty-six-point sixty seven percent (66.67%) of the respondents are female and thirty-three-point thirty-three percent (33.33%) are male. Meanwhile, five-point sixty-nine percent (5.69%) of implementers are female and three-point twenty-five percent (3.25%) are male, while sixty-point ninety-eight percent (60.98%) of tourism students are female and thirty point zero-eight percent (30.08%) are male. This shows that female participation in both groups is noticeably higher. Since the industry values interpersonal relationships, communication, and service orientation, which are often linked to women's strengths, tourism fields tend to attract more female participants. This aligns with studies showing that women continue to play a major role and hold strong representation in tourism education and practice.

Findings show that gender has an impact to the program of higher education in terms of tourism to foster competency and student participation in the employability development in promoting the expectations of career development. It focuses on the effectiveness acquisition of educational tour of tourism students. Regardless of the gender as long as it the interest of students than it resulted to positive influences of tourism employability expectation. It confirms that students have expectations in educational tour of tourism and experiences. It is focuses on the potential gaps and assessment for higher education institutions for tourism industry requirements (**Álamo-Vera, et al. 2020**).

Table 3

Distribution of Respondents in Terms of College/Institution

Profile	Tourism Students	
	Frequency (f)	Percentage (%)
NU Fairview	80	71.43
STI College - Novaliches	32	28.57
TOTAL	**112**	**100.00**

Based on the findings, most of the student respondents, or seventy one-point forty-three percent (71.43%), came from NU Fairview, while twenty eight-point fifty-seven percent (28.57%) were from STI College Novaliches.

This shows that a large portion of the participants were from NU Fairview, making the study more reflective of tourism students from that institution. The active involvement of NU Fairview students may be linked to the school's strong tourism program and its commitment to research and community engagement. On the other hand, the participation of STI College Novaliches adds variety to the study, offering a chance to see how different schools approach tourism education and training. Overall, with NU Fairview as the main source of data and STI College Novaliches providing additional perspectives, the results present a well-rounded view of tourism students from both institutions.

Findings show that school global hospitality in the industry of tourism is necessary in promoting economic growth, in the contribution of cultural heritage, and job creation. It faces demands and challenges in the tourism industry skills in the educational institutions. It explores integration of tourism in the curriculum for higher education institutions to promote and enhance employability of undergraduate students in a sustainable practices. It includes assessment of interdisciplinary employability in evaluation the effect of curriculum for educational tour on tourism in exploring and promoting perceptions for students' readiness in the labor marker industry practice (**Oloyede et al., 2025**).

Table 4

Distribution of Respondents According to their Role in Educational Tour

Profile	Frequency (f)	Percentage (%)
Facilitator (e.g, teacher, coordinator, staff)	11	8.94
Student Participant	112	91.06
TOTAL	**123**	**100.00**

According to the data, only eight-point ninety-four percent (8.94%) of the respondents, composed of teachers, coordinators, or staff, participated in the educational trip as facilitators, while the majority, ninety-one-point zero six percent (91.06%), were students. This shows that the tours were mainly designed as learning experiences for students, giving them the opportunity to gain hands-on exposure to tourism operations and real business settings. Although fewer in number, the facilitators played a vital role in guiding, supervising, and organizing the trips to ensure their smooth and meaningful implementation. Their presence also helped bridge classroom learning with real-world applications.

Overall, this distribution highlights that educational tours are student centered activities supported by teachers and staff who foster both professional and academic development.

Table 5

Distribution of Respondents According to their Frequency of Participation in Educational Tours

Profile	Tourism Students		Implementers		TOTAL
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	
More than 5 times	5	4.07	11	8.94	13.01
4-5 times	7	5.69	-	-	5.69
2-3 times	94	76.42	-	-	76.42
Once	6	4.88	-	-	4.88
TOTAL	**112**	**91.06**	**11**	**8.94**	**100.00**

Table 5 presents how often tourism students and implementers participated in school-organized educational tours. The majority of tourism students which is seventy-six-point forty-two percent (76.42%) or ninety-four out of one hundred twelve (94/112), joined two to three times. Only a few students belonged to the categories of four to five times (5.69%) or more than five times (4.07%), while six students (4.88%) participated only once.

All eleven (11) implementers, representing one hundred percent (100%), were involved in more than five activities, showing that they consistently participated in organizing and supervising these tours. This suggests that students generally gain moderate exposure from educational tours, while implementers experience them more comprehensively due to their professional roles.

Findings of the study show that educational tour role in the growth of tourism industry bolsters the hospitality infrastructure and product development which is dependent on the human resources and quality system process. It enhances the impact of tourism quality education in sustainable hospitality industry. It lies in the integration of comprehensive competency-based curriculum as the pillars of hospitality tourism industry in a sustainable goals as to environment, social, and economy. It focuses and analyzes the framework and characteristics of the role of educational tour to enhance employability among graduating students (**Dirgantara & Pambudi, 2025**).

Table 6

Distribution of Respondents According to their Position in Handling Educational Tours

Profile	Implementers	
	Frequency (f)	entage (%)
Tour Organizer/Coordinator	6	54.55
Logistics/Support Staff	5	45.45
TOTAL	**11**	**100.00**

Table 6 shows the positions of the implementers in facilitating educational tours. Out of the 11 respondents, more than half (6 or 54.55%) serve as Tour Organizers or Coordinators, which means they handle the planning and

overall management of the tours. The remaining 5 respondents (45.45%) act as Logistics or Support Staff, taking care of arrangements and on-site support. No respondents were recorded as Approving Officers or Finance/Administrative Officers, which indicates that these roles may be handled by other departments or are not directly involved in the tours themselves. Overall, the data suggest that most implementers are directly engaged in organizing and managing the tours, while a smaller portion provides logistical support.

Findings show that position is handling educational tours analyzes the impact of emerging factors as to clustering, occurrence, distribution, and cooperation network. It combines in-depth analysis and perception on visualized knowledge in handling the educational tours implemented by the school institutions. It shows quality evaluation based in the observation and assessment in handling educational tours for interdisciplinary tourism system involving innovation process and expectations. It integrates the exploration of handling educational tours in a diversifies rapid growth of tourism industry practices. It develops an empirical knowledge and model framework theory system (**Deng, 2025**).

Table 7

Distribution of Respondents According to the Number of Educational Tours Facilitated

Implementers		
Profile	**Frequency (f)**	**Percentage (%)**
More than 10 hours	6	54.55
7-10 tours	1	9.09
4-6 tours	2	18.18
1-3 tours	2	18.18
TOTAL	**11**	**100.00**

Table 7 shows how many educational tours the implementers have personally facilitated or helped organize. Out of 11 respondents, more than half (6 or 54.55%) have been involved in more than 10 tours, showing that most of them have extensive experience in handling these activities. Two respondents each (18.18%) have helped organize 1–3 tours and 4–6 tours, while only one respondent (9.09%) reported facilitating 7–10 tours. This indicates that while a few implementers have limited experience, the majority have taken part in many tours, suggesting they are well-practiced and familiar with the process of organizing educational trips. It can be inferred from their experience that they are well positioned to handle several tour implementation functions which include managing logistics, liaising with stakeholders, and overseeing the safety of the students. The implementers' continued involvement reflects the institution's commitment to experiential learning and industry exposure. Their experience also helps refine and enhance future educational tours through improved planning and execution.

Findings of the study indicate that while a few implementers have limited experience, the majority have taken part in many tours, suggesting they are well-practiced and familiar with the process of organizing educational trips. It can be inferred from their experience that they are well positioned to handle several tour implementation functions which include managing logistics, liaising with stakeholders, and overseeing the safety of the students. The

implementers' continued involvement reflects the institution's commitment to experiential learning and industry exposure. Their experience also helps refine and enhance future educational tours through improved planning and execution (**Currás Móstoles & Escrivá Beltrán, 2025**).

2. On the level of effectiveness of educational tours on the career preparedness of tourism students in terms of practical experience, skill development, emotional and social readiness, career readiness and industry exposure and engagement

Table 8

Respondents' Assessment on the level of Effectiveness of Educational Tours in Terms of Practical Experience

	Tourism Students		Implementers		Average	
Practical Experience	**(WM)**	**(VI)**	**WM**	**(VI)**	**WM**	**(VI)**
1. Educational tours provide students hands-on learning experiences relevant to their future careers in the tourism industry.	3.72	HE	3.82	HE	3.77	**HE**
2. The activities conducted in the tour helped students apply theoretical knowledge in actual situations.	3.40	HE	3.73	HE	**3.57**	**HE**
3. The tour prepared students for real world tasks in the tourism industry.	3.54	HE	3.82	HE	**3.68**	**HE**
4. The challenges encountered during the tour enhanced the students' problem-solving skills.	3.43	HE	3.82	HE	**3.63**	**HE**
5. The educational tour exposed students to realistic work environments in the tourism field.	3.59	HE	3.82	HE	**3.71**	**HE**
6. The tour provided opportunities to participate in tasks that reflect industry practices.	3.05	ME	3.91	HE	**3.71**	**HE**
7. Educational tours boosted students' ability to adapt to unexpected situations professionally.	3.39	HE	3.91	HE	**3.65**	**HE**
8. The practical experiences during the tour contributed to the students' readiness for industry demands.	3.54	HE	3.91	HE	**3.73**	**HE**
Average Weighted Mean	**3.51**	**HE**	**3.84**	**HE**	**3.68**	**HE**

The results in Table 8 indicates that respondents view educational tours as a "*Highly Effective*" method for providing practical experience, as evidenced by a strong overall average weighted mean of three point sixty eight (3.68). A focused analysis on the top three highest and single lowest rated items reveals specific strengths. The highest-rated indicator, "*Educational tours provide students hands-on learning experiences relevant to their future careers*" at three point seventy-seven (3.77), shows that direct application is the most valued outcome. This supports **Arcodia et. al (2021)** who also emphasized the importance of hands-on learning. This was followed by "*The practical experiences during the tour contributed to the students' readiness for industry demands*" at three point seventy-three (3.73), and a tie for third between "*The educational tour exposed students to realistic work environments" and "The tour provided opportunities to participate in tasks that reflect industry practices*" at both three point seventy-one (3.71). These high scores collectively demonstrate the tour's success in bridging the gap between the classroom and the professional world, a finding that aligns with Xu (2023) on the value of field experiences for enhancing professional skills. Conversely, the lowest-rated item was "*The activities in the tour helped students apply theoretical knowledge in actual situations*" with a mean of three point fifty-seven (3.57). It is crucial to note that while this is the lowest ranked item, its "*Highly Effective"* interpretation suggests that while the tours excel at providing practical skills, they are perceived as only slightly less effective in directly connecting those activities back to theoretical classroom knowledge.

Findings show that level of effectiveness of educational tours in terms of practical experience play a significant role in enhancing the student learning experiences in the academic concept through providing hands-on exposure in the application of real-world situation. It influences the professional growth and learning experiences for educational tours among students in the hospitality management industry. It enhances the students' knowledge retention, learning outcome, and professional development where students share their deeper understanding to improve their skills in the process of hospitality industry practices (**Cimagala et al., 2026**).

Table 9

Respondents' Assessment on the level of Effectiveness of Educational Tours in Terms of Skills Development

	Tourism Students		Implementers		Average	
Skills Development	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**
1. The educational tour improved the students' communication skills essential for the tourism industry.	3.52	HE	3.82	HE	3.67	**HE**
2. The tour provided activities that enhanced the students' teamwork abilities.	3.52	HE	3.82	HE	**3.67**	**HE**

3. The educational tour refined the students' technical skills required in the tourism field	3.43	HE	3.82	HE	**3.63**	**HE**
4. The tour helped the students' build confidence in utilizing new skills effectively.	3.05	ME	3.73	HE	**3.62**	**HE**
5. The educational tour contributed to developing the students' leadership skills	3.46	HE	3.73	HE	**3.60**	**HE**
6. The activities during the tour aligned with the skill requirements of the tourism industry.	3.53	HE	3.91	HE	**3.72**	**HE**
7. The educational tour provided opportunities to practice problem solving and critical thinking skills.	3.40	HE	3.91	HE	**3.66**	**HE**
8. The skills developed during the tour increased the students' preparedness for professional level.	3.62	HE	3.82	HE	**3.72**	**HE**
Average Weighted Mean	**3.50**	**HE**	**3.82**	**HE**	**3.66**	**HE**

The findings in Table 9 shows that both tourism students and implementers perceived educational tours as Highly Effective in enhancing skill development, with an overall average mean of three-point sixty-six (3.66). The top three indicators with the highest average weighted means were "*the activities during the tour aligned with the skill requirements of the tourism industry*" (3.72), "*the skills developed during the tour increased the students' preparedness for the professional level*" (3.72), and both "*the educational tour improved the students' communication skills essential for the tourism industry*" and "*the tour provided activities that enhanced the students' teamwork abilities*" (3.67). These findings support those of **Bhuiyan et al. (2021)**, who emphasized that educational tours enhance professional preparedness and industry-specific competencies, and Scarinci and Pearce (2022), who noted that such experiences develop adaptability and collaborative skills.

Meanwhile, the lowest mean was found in "*the educational tour contributed to developing the students' leadership skills*" (3.60), showing a need to improve leadership-focused activities during tours. This is consistent with **Bhargava (2024)**, who stated that organized experiential learning should be more intentionally included into academic programs to strengthen leadership and professional development among tourism students.

Findings show that skills development promote and preserve the tradition for cultural tourism and its role in the hospitality management industry practice. It engages on the global awareness and cultural heritage in the traditional tourism practices. It is often interacts with the lack of engagement in the digital experiences and characteristics. It increases the digital entertainment for educational tours of tourism students in a shifted preference from the improved system as to good, better, and best in a personalized content and dynamic. It integrates modern

technology as to tourism experiences in providing learning opportunity and immersive interaction (**Liamruk et al., 2025**).

Table 10

Respondents' Assessment on the level of Effectiveness of Educational Tours in Terms of Emotional and Social Readiness

	Tourism Students		Implementers		Average	
Emotional and Social Readiness Indicators	**(WM)**	**(VI)**	**(WM)**	**(VI)**	**(WM)**	**(VI)**
1. The Educational Tour improved the student's ability to manage stress in professional settings.	3.44	HE	3.82	HE	**3.63**	**HE**
2. The tour helped the students build their self-confidence in social and professional interactions.	3.38	HE	3.82	HE	**3.60**	**HE**
3. The Educational Tour enhanced students' emotional resilience in challenging situations.	3.30	HE	3.73	HE	**3.52**	**HE**
4. The tour improved students' ability to work effectively with their peers and mentors.	3.45	HE	3.67	HE	**3.56**	**HE**
5. The Educational Tour prepared students to build professional relationships in the workplace.	3.51	HE	3.73	HE	**3.62**	**HE**
6. The tour helped the students manage their excitement and pressure during engagements.	3.45	HE	3.82	HE	**3.64**	**HE**
7. The activities during the tour strengthened student's interpersonal skills.	3.54	HE	3.82	HE	**3.68**	**HE**
8. The Educational Tour provided opportunities to enhance students' ability to handle workplace dynamics.	3.54	HE	3.73	HE	**3.64**	**HE**
Average Weighted Mean	**3.45**	**HE**	**3.78**	**HE**	**3.62**	**HE**

The results in Table 10 shows that the total average mean of three point sixty-two (3.62) was taken from both students with three-point forty five (3.45) and implementers with three point seventy-eight (3.78), providing strong data suggesting that educational tours are highly effective in enhancing the students' emotional and social readiness. Among the tourism students, the lowest weighted mean is at three point thirty (3.30) which was rated in enhancing emotional resilience in challenging situations, while the highest is at three point fifty-four (3.54) which was rated in strengthening both interpersonal skills and ability in handling workplace dynamics. On the other hand,

implementers rated teamwork the lowest with three point sixty-seven (3.67) and stress management, self-confidence, and interpersonal skills the highest with three point eighty-two (3.82). Meanwhile, when the results of both groups are combined, the lowest average mean is three point fifty-two (3.52) remained in enhancing emotional resilience, while the highest is at three point sixty-eight (3.68) which was in strengthening students' interpersonal skills. This implies that while the educational tour improved students' social and interpersonal skills, there is still room to strengthen their emotional resilience. These findings support the studies of **Erickson, Watson, and Green (2022),** who highlighted the role of educational tours in students' emotional and social growth, and **Xing et al. (2024)**, who stressed how real-world experiences enhance professional readiness. Overall, both studies agree that educational tours play a vital part in preparing students emotionally and socially for the tourism industry.

Table 11

Respondents' Assessment on the level of Effectiveness of Educational Tours in Terms of Career Readiness

	Tourism Students		Implementers		Average	
Career Readiness	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**
1. The educational tour enhanced students' understanding of the requirements for pursuing a tourism-related career.	3.76	HE	4.00	HE	**3.88**	**HE**
2. The tour clarified the goals and aspirations of students for their future in the tourism industry.	3.60	HE	3.91	HE	**3.76**	**HE**
3. The educational tour strengthened the ability of students to visualize their ideal role in the tourism industry.	3.63	HE	3.82	HE	**3.73**	**HE**
4. The tour exposed students to the challenges they might face in the tourism workforce.	3.71	HE	3.91	HE	**3.81**	**HE**
5. The educational tour improved students' knowledge about career paths in the tourism industry.	3.67	HE	4.00	HE	**3.84**	**HE**
6. The tour helped students identify their strengths and areas for improvement as future tourism professionals.	3.65	HE	3.82	HE	**3.74**	**HE**

7. The educational tour contributed to students' readiness to pursue a career in the tourism field.	3.54	HE	3.82	HE	**3.68**	**HE**
8. The activities during the tour aligned with students' long-term career plans in the tourism industry.	3.59	HE	3.91	HE	**3.75**	**HE**
Average Weighted Mean	**3.64**	**HE**	**3.90**	**HE**	**3.77**	**HE**

The results in Table 11 shows that both tourism students and implementers rated educational tours as Highly Effective in boosting career preparedness, with an overall weighted mean of three point seventy-seven (3.77). The indicators with the greatest rating were: "*The educational tour enhanced students' understanding of the requirements for pursuing a tourism-related career*" (3.88), "*The educational tour improved students' knowledge about career paths in the tourism industry*" (3.84), or "*The tour exposed students to the challenges they might face in the tourism workforce*" (3.81). These results emphasize the value of educational tours in helping students gain clearer insights into industry expectations and career trajectories, aligning with Raj and Sharma (2021), who highlighted that exposure to real-world tourism environments strengthens career awareness and practical competence. In contrast, the lowest-rated indicator, "*The educational tour contributed to students' readiness to pursue a career in the tourism field*" (3.68), suggests that while tours effectively clarify requirements and expose students to industry realities, some students remain unsure about their overall job readiness. This conclusion confirms **Kurniawati's (2021)** assertion that being prepared for a tourist vocation involves not just cognitive understanding but also emotional and practical preparedness. Overall, the results suggest that while educational tours play a vital role in creating awareness and motivation, ongoing refinement of pre-tour preparation and post-tour integration is essential to translate awareness into full career preparedness.

Table 12

Respondents' Assessment on the level of Effectiveness of Educational Tours in Terms of Industry Exposure and Engagement

	Tourism Students		**Implementers**		**Average**	
Industry Exposure and Engagement Indicators	**(WM)**	**(VI)**	**(WM)**	**(VI)**	**(WM)**	**(VI)**
1. The educational tour provided opportunities to interact with professionals in the tourism industry.	3.66	HE	3.91	HE	**3.79**	**HE**
2. The tour offered insights into industry practices and current trends.	3.45	HE	3.91	HE	**3.68**	**HE**

3. The educational tour enhanced the students' understanding of industry standards and expectations.	3.63	HE	3.82	HE	**3.73**	**HE**
4. The tour provided meaningful exposure to different tourism settings and environments.	3.54	HE	4.00	HE	**3.77**	**HE**
5. The educational tour encouraged networking with industry experts and mentors.	3.51	HE	3.82	HE	**3.67**	**HE**
6. The tour activities showcased real-world applications of tourism concepts.	3.58	HE	3.82	HE	**3.70**	**HE**
7. The industry exposure during the tour provided students with valuable knowledge for career preparation.	3.56	HE	4.00	HE	**3.78**	**HE**
8. The educational tour expanded the students' understanding of how the tourism industry operates.	3.60	HE	3.91	HE	**3.76**	**HE**
Average Weighted Mean	**3.57**	**HE**	**3.90**	**HE**	**3.74**	**HE**

The presents the data on Industry Exposure and Engagement as recognized by tourism students and implementers. The overall average mean of three point seventy-four (3.74) shows that the respondents are "*Highly Effective*" (HE) that the educational tour was effective in providing industry exposure and engagement. Among the different indicators, the item with the lowest average mean is "*The educational tour encouraged networking with industry experts and mentors*" which has obtained a mean score of three point sixty-seven (3.67). Though still interpreted as "*Highly Effective*," the result suggests that networking opportunities were less experienced by the participants compared to other aspects of the tour. This indicates that while students and implementers acknowledge the value of the tour, there might have been limited time or structured activities for direct interaction with industry experts and mentors. It shows a possible area for improvement where future educational tours can include more networking sessions, panel discussions, or mentorship activities to strengthen industry linkages.

Overall, even though all items were rated positively, the findings highlight that creating stronger professional connections could further enhance the learning and engagement experience of students during educational tours. Strengthening this area would help students build professional networks and gain valuable insights from industry practitioners. Providing more chances for direct interaction and collaboration can make future educational tours more impactful, effectively connecting classroom learning with real-world experiences for career growth.

3. **On the challenges tourism students face in participating educational tours and what solutions can be offered to address these challenges**

Table 13

Respondents' Assessment on the Challenges Encountered in Educational Tours

	Tourism Students		Implementers		Average	
Challenges Encountered in Educational Tours Indicators	**(WM)**	**(VI)**	**(WM)**	**(VI)**	**(WM)**	**(VI)**
1. Students find it difficult to join educational tours due to financial limitations.	3.60	AE	3.18	SE	**3.39**	**AE**
2. Tour schedules often conflict with academic classes and requirements.	2.66	SE	3.18	SE	**2.92**	**SE**
3. Parents or guardians are sometimes hesitant to allow students to join educational tours.	3.26	AE	3.82	AE	**3.54**	**AE**
4. Concerns about health and safety risks arise during educational tours.	2.91	SE	3.91	AE	**3.41**	**AE**
5. The organization of tours (e.g., transportation, accommodations) is sometimes unclear or disorganized.	2.39	SOE	3.27	AE	**2.83**	**SE**
6. Educational tours are not always accessible or inclusive for students with different needs.	3.39	AE	3.18	SE	**3.29**	**AE**
7. Some students feel unmotivated or disinterested in joining educational tours.	2.85	SE	2.91	SE	**2.88**	**SE**
8. Language or cultural differences during tours affect students' learning or participation.	2.05	SOE	2.91	SE	**2.48**	**SOE**
9. Students struggle with managing their time effectively before, during, or after educational tours.	2.18	SOE	3.09	SE	**2.64**	**SE**
10. There is little to no follow-up or reflection session after tours, which limits student learning.	2.31	SOE	3.00	SE	**2.66**	**SE**
Average Weighted Mean	**2.76**	**SE**	**3.25**	**SE**	**3.00**	**SE**

The data presented in Table 13 show that both respondents view the challenges encountered in educational tours as "*Sometimes Encountered,*" with an overall average of three point zero (3.00). The indicator "*Concerns about health and safety risks arise during educational tours,*" which obtained an average of three point forty-one (3.41), aligns with the study of **Carillo Jr. (2020)**, which revealed that when higher education institutions fully comply with CHED memorandum requirements, it enhances the safety and

convenience of the touring group during field exposure trips. This includes ensuring medical clearances and adhering to safety protocols for educational tours.

Meanwhile, the indicator "*Students find it difficult to join educational tours due to financial limitations*," with an average of three point thirty-nine (3.39), supports the findings of **Lau et al. (2023)**, which emphasized that one of the main factors influencing students' participation in educational tours is their financial capacity. These indicators support the highest-rated item, "*Parents or guardians are sometimes hesitant to allow students to join educational tours*," which garnered an average of three point fifty-four (3.54).

On the other hand, the lowest-rated indicator, "*Language or cultural differences during tours affect students' learning or participation*," with an average of two point forty-eight (2.48), still contributes to the challenges faced by both respondents, even though such issues are seldom encountered.

Both respondents have different views on challenges they face while conducting and attending Educational Tours, but still affect the decision of both parties. As mentioned above, the variables such as health and safety risks, and parent's hesitation to allow their child to join the tours, ranked as high indicators, most of the answers are from the implementers as they face these challenges. While the financial limitation that is still ranked as one of the highest indicators are from the students' answer as this challenges their financial capability that is why **Rosal et al. (2025)** explore how financial support alleviates students' financial burdens. Parental income, allowances, and financial aid from the government and other private organizations can help students participate in academic responsibilities, including educational tours.

Overall, results show that the greatest ongoing issues regarding the organization and participation of educational tours are finances, parental reluctance, and safety issues, and that barriers relating to language and culture are comparatively minor. For this reason, educational institutions ought to continue working on safety protocols and parental orientation, and provide assistance on tour costs to promote more inclusive, accessible, and educational tours for all students.

4. On the respondents' Assessment on the Recommended Solutions to Address the Challenges Encountered by Students in Participating in Educational Tours

Table 14

Respondents' Assessment on the Recommended Solutions to Address the Challenges Encountered by Students

	Tourism Students		**Implementers**		**Average**	
Recommended Solutions to Address the Challenges Encountered by Students Indicators	**(WM)**	**(VI)**	**(WM)**	**(VI)**	**(WM)**	**(VI)**
1. Providing financial assistance or flexible payment plans would help more students join tours.	3.85	HR	3.82	HR	**3.84**	**HR**

2. Better coordination between academic schedules and tour dates would increase participation.	3.59	HR	3.91	HR	**3.75**	**HR**
3. Orientation programs for parents can improve their support for educational tours.	3.60	HR	3.91	HR	**3.76**	**HR**
4. Implementing stronger safety protocols would make students feel more secure.	3.79	HR	3.91	HR	**3.85**	**HR**
5. Clearer and more efficient tour planning would reduce logistical issues.	3.64	HR	3.91	HR	**3.76**	**HR**
6. Tours should be designed to be inclusive and accessible for all students.	3.68	HR	3.91	HR	**3.80**	**HR**
7. Including interactive and engaging activities can boost student's motivation.	3.60	HR	3.91	HR	**3.76**	**HR**
8. Pre-tour briefings on language and culture can help students adjust and participate better.	3.55	HR	3.91	HR	**3.73**	**HR**
9. Time management workshops before the tour can help students balance responsibilities.	3.52	HR	3.82	HR	**3.67**	**HR**
10. Post-tour activities like reflection journals or sharing sessions can deepen learning.	3.48	HR	3.82	HR	**3.65**	**HR**
Average Weighted Mean	**3.63**	**HR**	**3.88**	**HR**	**3.76**	**HR**

According to the data presented the solutions to Address the Challenges Encountered by Students provides a quantitative assessment of the importance of various strategies for enhancing educational tours. This formal interpretation focuses on the four solutions with the most distinct Average Weighted Means (AWMs) to establish the clear hierarchy of need and priorities among the respondents. With an overall average rating of

Highly Recommended (HR), all proposed solutions are deemed necessary. However, the consistent sequence of the Average Weighted Means, starting from the highest value three point eighty-five (3.85) and concluding with the lowest three point sixty-five (3.65), indicates that practical and external barriers to participation are prioritized over the refinement of post-tour academic outcomes.

The recommendation with the highest calculated Average Weighted Mean of three point eighty-five (3.85) is "*Implementing stronger safety protocols would make students feel more secure*." This result decisively identifies safety and security as the most critical operational requirement for educational tours. This finding is directly supported as Carrillo Jr. (2020) highlights the significant role that "*heightened concern about the safety and security*" plays in influencing participation decisions. The top ranking of this recommendation confirms that ensuring the physical well-being and confidence of students is the primary. Non-negotiable prerequisite for the execution of any tour.

Immediately following, with an Average Weighted Mean of three point eighty-four (3.84), is the solution addressing financial accessibility, "*Providing financial assistance or flexible payment plans would help more students join tours*". The strength of this means validates the academic literature on financial constraints. Both Lau et al. (2023) and Rosal et al. (2025) confirm that financial budget, lack of allowances, and insufficient economic support are fundamental barriers. The near-equal prioritization of the solution with safety protocols underscores that economic accessibility is a prerequisite for equity and maximum participation. While safety addresses the integrity of the activity, financial support addresses the opportunity for inclusion.

The third most highly-rated solution, with an Average Weighted Mean of three point eighty (3.80) is "*Tours should be designed to be inclusive and accessible for all students*". This finding strongly addresses the challenge of limited accessibility or inclusivity as a core barrier to student participation. This is supported by Alejandro et al. (2020), who pointed out issues such as rushed schedules, unexpected costs, and poor transportation during educational tours, which affected their learning. The high Average Weighted Mean for the inclusive and accessible framework confirms that respondents demand an organizational approach that ensures all students can participate fully and equitably, regardless of their individual situation, validating the need for design considerations cited by Alejandro et al.

The recommendation with the lowest Average Weighted Mean, recorded at three point sixty-five (3.65) is "*Post-tour activities like reflection journals or sharing sessions can deepen learning*". This intervention targets the challenge of lack of critical reflection opportunities. The recommendation supports both Garcia-Rosell (2021) and Rydzik (2024) stressing the necessity of structured reflection for students to internalize experiences and develop critical thinking skills.

However, when we compare the weighted average means, we see what people see as urgent. The top three are all about outside, practical things (safety, cost, and access). The lowest score is about inside, school related learning that happens after the trip. This difference shows that while learning is valued, people think that getting rid of the basic problems money, safety, and being included is more urgent than making the learning better after the fact. The slight difference in scores shows that the main goal is to make sure students can go before focusing on making the post-trip learning perfect.

In conclusion, the data clearly shows what must be done first: solutions for security (3.85), financial constraints (3.84), and organizational inclusivity (3.80) must be the immediate steps to make school trips better. The lower score for academic reflection (3.65) confirms that practical needs come first. The importance of these findings is that they provide a clear plan for school leaders and organizers. By using these scores and the research (Carrillo Jr., 2020; Lau et al., 2023; and Alejandro et al., 2012), resources can be put straight into the most important fixes especially giving money help and making safety rules stronger. This smart approach ensures that limited money is used to remove the biggest problems, helping the most students benefit from educational tours.

Table 15

Summary of Results of Hypothesis Testing on the significant difference between the assessment of the two groups of respondents based on the following variables

Areas of Assessment on the impact of educational tours	U-Value	U-Critical Value	P-value	Decision on H_o	Interpretation on the Difference
1. Practical Experience	**0**	13	0.00094	**Rejected**	**SIGNIFICANT**
2. Skill Development	**0**	13	0.00094	**Rejected**	**SIGNIFICANT**
3. Emotional and Social Readiness	**0**	13	0.00081	**Rejected**	**SIGNIFICANT**
4. Career Readiness	**0**	13	0.00094	**Rejected**	**SIGNIFICANT**
ıdustry Exposure and Engagement	**0**	13	0.00094	**Rejected**	**SIGNIFICANT**

The computed U-statistic and P-values on areas such as Practical Experience (U-statistic=0, p-value=0.00094), Skill Development (Ustatistic=0, p-value=0.00094), Emotional and Social Readiness (U-statistic=0, p-value=0.00094), Career Readiness (U-statistic=0, pvalue=0.00094), and Industry Exposure and Engagement (U-statistic=0, pvalue=0.00094) are all lower than the U-critical value (13) and the 0.05 alpha level of significance. Thus, the null hypothesis on these areas is rejected, indicating that there is a significant difference between the assessment of the students and implementers on the impact of educational tours. This implies that both groups recognize the positive contribution of educational tours, but implementers consistently rated higher across all areas, with weighted means ranging from 3.78 to 3.90, while students' ratings ranged from 3.45 to 3.64.

The significant differences suggest that implementers perceive stronger benefits of educational tours in enhancing students' readiness and industry competence. This supports Kurniawati's (2021), who emphasized that mental and physical preparedness shapes one's readiness for a tourism career, and Raj and Sharma (2021), who asserted that exposure to diverse tourism practices equips learners with essential skills. Likewise, Xu et al. (2023) highlighted that industry immersion and field experiences promote professional growth through real-world application.

The findings affirm that while students acknowledge the advantages of tours, implementers' broader perspective allows them to see their long term impact in shaping competent, industry-ready tourism professionals.

CONCLUSION

1. Based on the demographic results of the survey, it can be said that both groups of respondents were highly qualified to participate in the study, as most of them were graduating students who had firsthand experience with educational tours. Their age and year level indicate readiness to assess the impact of such experiences on their career development. The majority of responses gathered were from females, which is consistent with the gender trend seen in tourism programs and the sector as a whole. Furthermore, the implementers' professional experience managing several educational trips assures that their views are based on actual practice. Therefore, the demographic characteristics of the respondents validate the reliability of the data collected and strengthen the credibility of the findings on the effectiveness of educational tours in enhancing students' academic and professional growth.

2. In terms of Practical Experience, educational tours significantly contribute to enhancing students' hands-on learning experiences by allowing them to apply theoretical concepts in real-world tourism settings. However, findings revealed a slight gap between theoretical understanding and actual application. While students benefit from immersive exposure, some activities remain observational rather than participatory, limiting the depth of practical engagement. Strengthening the connection between classroom learning and on-site experiences through guided tasks, reflections, and post-tour evaluations could help students better internalize and apply their academic knowledge in professional contexts.

3. In relation to Skill Development, educational tours successfully promoted teamwork, collaboration, and communication among students, which allows them to perform group tasks efficiently. On the other hand, leadership skills were found to be less developed, as most activities focused on collective participation rather than individual initiative. Encouraging students to take on leadership roles, manage group responsibilities, or handle situational decision-making during tours could further enhance their capacity to lead and influence others—an essential skill in the tourism industry.

4. When it comes to Emotional and Social Readiness, tour participation plays a vital role in building the confidence and adaptability of students in unfamiliar environments, helping them overcome anxiety and self-doubt. However, the results indicate that emotional stability and stress management, especially in demanding or unpredictable professional situations, require more emphasis. Conducting reflective sessions, mentorship support, and pre-tour social preparedness activities could strengthen students' emotional resilience and help them better cope with real-world industry pressures.

5. As for Career Readiness, educational tours improved students' awareness of various tourism operations and professional pathways. Exposure to actual workplaces allowed them to observe job functions and industry standards. However, this awareness did not consistently lead to clearly defined career goals. To address this, post-tour career workshops or counseling sessions could be incorporated to help students translate their experiences into concrete aspirations and informed career planning.

6. With regard to Industry Exposure and Engagement, educational tours offered valuable opportunities for students to observe industry practices, organizational structures, and operational processes firsthand. However, networking and professional engagement opportunities were not maximized. Limited interaction with tourism professionals reduced the potential for mentorship and long-term industry connections. Future tours could incorporate structured networking sessions, company-led discussions, or interactive workshops to deepen engagement and establish meaningful professional relationships that support students' future career endeavors.

7. In conclusion for the Challenges both respondents encountered indicating that parental hesitation continues to be a major challenge in organizing and conducting educational tours. The indicator underscores the need for schools and tour organizers to establish clearer communication, transparency, and assurance regarding student safety, tour objectives, and educational relevance. Addressing these concerns can foster greater parental support and participation, which in turn can enhance students' overall learning experience. This outcome highlights that parental approval plays a crucial role in the successful implementation of educational tours. While schools and organizers may provide well-structured plans, risk management, and safety protocols, convincing parents of the educational benefits remains a significant challenge. It also reflects the importance of strengthening communication and trust between institutions and parents to ensure that the objectives of experiential learning are effectively met.

RECOMMENDATIONS

1. The demographic results show that future research should include students from different year levels and more male participants to better reflect the tourism student population. Expanding the study to other colleges and universities with tourism programs could reveal if similar trends exist elsewhere. Future research could also examine how factors like age, gender, and how often students join tours relate to how effective they find educational tours. Finally, schools should continue to offer and support educational tours at all levels of tourism education, as regular real-world experiences help students learn and get ready for their careers.

2. Practical Experience, based on the findings for Practical Experience, the lowest-rated item was "*The activities conducted in the tour helped students apply theoretical knowledge in actual situations*" (3.57%). This suggests a minor disconnect between classroom theories and their practical application. To bridge this gap, it is recommended that faculty develop pre-tour modules that explicitly link academic frameworks to the tour itinerary. Implementers should design 'theory-to-practice' activities, such as guided worksheets, that prompt students to identify these concepts in action. This deliberate structuring is crucial, as it would better align the tour with the goal of enhancing professional skills and adaptability, a known benefit of field experiences as highlighted by **Xu (2023)**. Finally, post-tour assessments should require students to write reflective analyses that use academic theories to interpret the operations they observed.

3. Skill Development, In the area of Skill Development, the item "*The educational tour contributed to developing the students' leadership skills*" (3.60%) received the lowest average mean. This indicates that the current tour structure may be too passive, offering insufficient opportunities for students to take on leadership roles. To address this, implementers should integrate structured leadership roles into the program, such as assigning rotating "Team Leaders." This aligns with the findings of **Bhargava (2024)**, who noted that structured experiential activities require stronger institutional integration to maximize skill development. Concurrently, faculty can assign group projects during the tour that require a designated student leader, allowing for the practical application of management skills.

4. Emotional and Social Readiness, the lowest-rated item for Emotional and Social Readiness was "*The Educational Tour enhanced students' emotional resilience in challenging situations*" (3.52%). This suggests that tours may be overly structured, sheltering students from the manageable stressors that build professional resilience. It is recommended that faculty facilitate guided debriefing sessions during the tour to serve as a "*safe space*" for discussing anxieties and developing coping strategies. This directly supports the findings of **Erickson, Watson, and Green (2022)**, whose study focused on how such tours can be leveraged to promote emotional and social growth. Furthermore, implementers could introduce low-stakes, problem-solving scenarios to help students practice managing unexpected issues in a supported environment.

5. Career Readiness, For Career Readiness, the lowest-rated item was "The educational tour contributed to students' readiness to pursue a career in the tourism field." (3.68%). This finding suggests that while students understand career requirements, they feel a personal gap in their own preparedness. This supports **Kurniawati's (2021)** view that mental and physical preparedness shapes career readiness. To address this, educational institutions should integrate career services with the tour, offering post-tour workshops on how to translate tour

experiences into powerful resume bullet points. Implementers can also enhance the tour by including practical career-building elements like mock interviews with industry professionals.

6. **Industry Exposure and Engagement,** the lowest mean in this section was for "*The educational tour encouraged networking with industry experts and mentors.*" (3.67%). This highlights that while students had opportunities to interact with professionals (a high-rated item), these interactions did not effectively translate into formal networking. Therefore, implementers should shift activities from passive interaction to active networking, such as structured "*speed networking*" sessions. This would help fulfill the potential of such tours, which **Gomez-Lanier (2018)** emphasized as key opportunities for students to build meaningful connections. To support this, faculty should provide pre-tour training on networking etiquette, including how to initiate conversations and send professional follow-up emails.

7. For the Recommended Solution, that both respondents' challenges encountered, based on the findings that the indicator "*Orientation programs for parents can improve their support for educational tours*" obtained a weighted mean of 3.76, it is recommended that schools and tour organizers implement comprehensive parent orientation programs prior to conducting educational tours. These sessions should aim to inform parents about the objectives, benefits, safety measures, and learning outcomes associated with the activity. Through these orientations, parents can develop a clearer understanding of how educational tours serve as an extension of classroom learning and contribute to the students' personal and professional growth. This collaborative approach can foster stronger partnerships between the school and the parents, encouraging greater support and participation in future educational activities.

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