

Managing Community-Based Programs in Selected Universities Towards the Design of Gamoso's Tripartite Initiatives Model

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Abstract - *This descriptive study was conducted with the main objective of assessing the involvement of the students and school personnel on community-based initiatives conducted by different universities in Metro Manila. In addition, it was the intention of the study to design a model on these community-based initiatives. Based on the presented survey results, a community-based initiatives model for universities with Tourism Management program in the Philippines was proposed. A total of 200 students and 50 from five (5) universities in Metro Manila were respondents selected using purposive sampling technique. A validated and pilot tested researcher-made questionnaire was utilized in collecting data. Statistical tools like frequency distribution and percentage mean, weighted and average weighted mean, T-test of independent samples, and exploratory factor analysis were used to analyze the data. Strict ethical principles like, informed consent and school confidentiality were strictly observed during the conduct of the study. The results of the study show that there is a significant difference on the ratings of the student respondents and school personnel respondents. Schools should involve the students in the planning and development of community-based programs of the school, involve the cooperation of local community, local government and the community residents in the planning and development of programs to be able to identify their needs and analyze on how to address these needs, implement these programs in the community with continuous supervision, regular monitoring and follow through of these programs for sustainability.*

Keywords – *Community-based Tourism, Community-based Initiatives, Community Extension*

INTRODUCTION

Community-Based Initiatives is a community development tool that strengthens the ability of communities to manage tourism resources while ensuring the local community's participation. Community-Based Initiatives help the local community in generating income, diversifying the local economy, preserving culture, conserving the environment and providing educational opportunities [1]. Community-Based Initiatives have been promoted as a means of development whereby the political, economic, cultural, environmental, and social needs of local communities are met through some initiatives. Thus, these initiatives are community-based tourism initiatives clustered to five (5) factors namely: Political Support, Economic Sustainability, Cultural Appreciation, Environment Conservation, and Social Development. Many projects have been funded but not widely monitored and, therefore, the actual

benefits to local communities remain largely unquantified. Community-Based Initiatives must have a long-term approach and should aim to maximize the benefits for the local community while limiting the negative impacts of tourism on the community and their environmental resources. Community-based initiatives need to be approached in a systematic manner; from studying the suitability of the community to be involved in to ensuring that community members are given the opportunity to participate in related projects and are involved in monitoring and controlling the negative impacts.

The Community-Based initiative is in adherence to Commission on Higher Education's (CHED) Memorandum on the Enhanced Policies and Guidelines on Student Affairs and Services. The CHED Memo states that Higher Education Institutions should be able to contribute positively to the progress of the country and to the upliftment of the human

conditions. It must provide a set of student-centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders.

This research is designed not to undertake a study of failed initiatives but rather analyse the involvement of educational institutions in managing community-based programs and design a model on community involvement. Thus, the Gamoso's Tripartite Initiatives Model. This model was named after the researcher, "Gamoso" and Tripartite Initiatives which pertains to the three (3) initiatives namely: Area-Based, Person-Based, and Coalition-Based identified through the programs being conducted by the selected universities.

This study may then serve as a basis for program development of schools, colleges, and universities seeking to form individuals/students who can later become productive citizens of the country and the world.

OBJECTIVES OF THE STUDY

This study focused on assessing the level of involvement of students and school personnel in community-based programs to designing a model on managing community-based initiatives of educational institutions towards sustaining socio-cultural development of the participants and the community residents. Specifically, it aimed to determine the level of involvement of the respondents in community-based initiatives; test the difference between the ratings of the respondents; determine the concerns of the respondents in managing Community-Based Initiatives; and design a model based on the findings of the study.

METHODS

The researcher used the mixed method of research. First, quantitative method of research was used to assess the level of involvement of students and school personnel of the five (5) participating universities in Metro Manila. The respondents rated their level of involvement on the 35 collected community-based tourism initiatives items in the survey questionnaire using the Likert scale. Second, qualitative method of research was used to identify the concerns of the respondents in managing community-based initiatives. The researcher prepared three (3) interview questions which were asked after the respondents answered the questionnaire. Thus, their responses became the source of data.

In order to gather the data, the researcher used descriptive research method. This study involves the collection of data utilizing the self-made questionnaire in order to test and analyze answers to the questions asked. It will classify and tabulate the data on prevailing conditions and make an adequate interpretation of the data.

The respondents of this study were students and school personnel such as the School Administrators (senior level management), Deans/Heads of Student Affairs and Services (middle-level management), and Student Organization Advisers of five (5) participating universities in Metro Manila. There will be 250 respondents, 200 students and 50 school personnel; 50 and 10 each university, respectively.

The researcher utilized purposive sampling which is a non-probability sampling technique wherein the sampling relies on the judgement of the researcher in selecting the units that are to be studied.

The criteria for selection were the following: University/College with active Tourism Management school organization; respondents must be knowledgeable on the community-based initiatives conducted by the university/college; and respondents must be an active participant/volunteer of community-based programs/projects of the university/college.

The researcher-made questionnaire used in this study consists of two (2) parts. Part I consists of the profile of the respondents whether they are a student or a school personnel. Part II consists of researcher-composed item descriptions assessed by the students and school personnel on their level of involvement in community-based tourism initiatives. The researcher did a structured interview where the interviewer directly asked the respondents from a prepared instrument or guide questions.

The validated tool by the three (3) experts was subjected to pilot testing utilizing 20 samples (5 school personnel and 15 students) which were not included in the final survey. To accomplish the reliability of the instrument, Cronbach's alpha was used for the calculation to serve as a proof. Thus, 0.80 to 1.00 must be acquired to ensure reliability of the instrument. The result was 0.979.

The use of different statistical tools for data analysis depends on the nature of data and hypotheses formulated to assess the level of involvement of student organizations in community-based tourism (CBT) initiatives.

Frequency Distribution per response was utilized to determine the count for every response made by the

respondents; percentage was used to determine the frequency percentage of the given variables;

For objective number 1, weighted mean was used to get the central tendency of the assessment/responses on the level of involvement. The distribution interpretation of the weighted mean is given in Table A.

Table A. Verbal Description based on the Mean Range

Mean Range (Values)	Verbal Descriptive Interpretation	Level of Involvement Description
4.21-5.00 (5)	Greatly Involved	Respondents are involved to more than 75% of the community-based tourism initiatives.
3.41-4.20 (4)	Generally Involved	Respondents are involved to at least 75% of the community-based tourism initiatives.
2.61-3.40 (3)	Moderately Involved	Respondents are involved to at least 50% of the community-based tourism initiatives.
1.81-2.60 (2)	Slightly Not Involved	Respondents are involved to at least 25% of the community-based tourism initiatives.
1.00-1.80 (1)	Not At All Involved	Respondents are not involved to any of the community-based tourism initiatives.

T-test of Independent Samples was employed on objective number 2, to test the sample means of the two groups of respondents – students and school personnel. This test was used to test the null hypotheses (H_0) (number 1) using 0.05 level of significance.

In addition, the researcher ran factor analysis which is a technique that is used to reduce a large number of variables into fewer numbers of factors. The ratings of the respondents on the 35 community-based initiatives listed in the survey questionnaire were clustered. These clustered items were used in the development of a model.

RESULTS AND DISCUSSION

The respondents rated their involvement on the community-based initiatives. These initiatives are community-based tourism initiatives collected from related literature and studies.

Table 1 displays the ratings of the students in community-based initiatives. For the students, item 13, *Observing local/national celebrations or festivals*, received the highest mean with a mean average of 4.37 (Greatly Involved) while item 27, *Adopting schools to youth camps and clinics*, received the lowest mean with a mean average of 3.00 (Moderately Involved).

The finding implies that students recognize Cultural Appreciation initiatives same with the school personnel. However, there is a need for the students to get involved in adopting schools or conducting youth camps and clinics for schools in the communities. According to study [2], community-based initiatives is a form of experiential learning in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. This enhances students' critical thinking skills and combination of service, academic knowledge, and reflection enhance students' understanding of the root causes of social problems hence better equip them to apply the acquired knowledge to address such problems. In addition, highly engaged students who experience success through their involvement often experience three-fold levels of growth – as their skills improve, their leadership self-efficacy grows as well, given the real-world impact they see; and in such a volunteer-led setting, their motivation to lead increases as well [3].

On the other hand, the table also displays the ratings of the school personnel. For the school personnel, item 11, *Providing seminars on cultural conservation, raise community awareness of cultural/natural heritage*, received the highest mean with a mean average of 4.41 (Greatly Involved) while item 8, *Funding community projects such as infrastructure (roads, electricity, health centers) development*, received the lowest mean with a mean average of 3.22 (Moderately Involved).

The finding implies that the school personnel gives importance and supports programs of schools that focus more on cultural appreciation initiatives. However, there is a need for the school personnel to get involved more on social development specifically on funding community projects for the development of their infrastructure. School personnel may propose fund-raising activities that could be of contribution to the development of community infrastructure needs or may ask support from the local government to promote these fund-raising activities.

Table 1. Mean Scores and Descriptive Interpretation on the Level of Involvement of the Respondents in community-based initiatives

Statement	Students		School Personnel	
	Mean Scores	Interpretation	Mean Scores	Interpretation
1. Participating in the projects of the community such as sports activities and local events.	3.76	Generally Involved	3.86	Generally Involved
2. Providing projects/plans/activities that makes the community area a tourist experience.	3.71	Generally Involved	4.00	Generally Involved
3. Partnering and building linkages with different stakeholders for addressing community needs such as medical missions, dental missions, etc.).	3.95	Generally Involved	4.22	Greatly Involved
4. Communicating with the local officials in the progress of the programs and projects conducted.	3.90	Generally Involved	3.90	Generally Involved
5. Seeking assistance from business organizations, government institutions, and other companies for the sustainability of the programs and projects provided.	3.84	Generally Involved	3.86	Generally Involved
6. Creating business opportunities for the community.	3.86	Generally Involved	4.18	Generally Involved
7. Conducting seminars that provide alternative income.	3.82	Generally Involved	4.06	Generally Involved
8. Funding community projects such as infrastructure (roads, electricity, health centers) development.	3.11	Moderately Involved	3.22	Moderately Involved
9. Providing information, skills training, and support for employment opportunities (e.g. Tour Guiding, Agricultural Techniques, and Cookery).	4.03	Generally Involved	4.35	Greatly Involved
10. Providing academic scholarships to potential community members.	3.57	Generally Involved	4.16	Generally Involved
11. Providing seminars on cultural conservation, raise community awareness of cultural/natural heritage.	3.67	Generally Involved	4.41	Greatly Involved
12. Promoting Philippine arts and culture through exhibits.	4.33	Greatly Involved	4.02	Generally Involved
13. Observing local/national celebrations or festivals.	4.37	Greatly Involved	4.35	Greatly Involved
14. Providing vocational programs on skills development such as craft-making and food products.	3.20	Moderately Involved	3.88	Generally Involved
15. Offering means for local small entrepreneurs to develop and sell sustainable products based on the area's nature, history, and culture.	3.40	Moderately Involved	4.16	Generally Involved
16. Providing seminars on environmental conservation and preservation.	3.94	Generally Involved	4.14	Generally Involved
17. Promoting protection of natural areas through school campaigns.	4.21	Generally Involved	3.96	Generally Involved
18. Participating in the National Greening Programs (NGP).	3.64	Generally Involved	3.69	Generally Involved
19. Participating in clean-up drives.	3.96	Generally Involved	3.92	Generally Involved
20. Participating in enhancing quality of natural resources such as tree planting activities.	4.02	Generally Involved	3.80	Generally Involved
21. Partnering and sponsoring local events.	3.43	Generally Involved	3.90	Generally Involved
22. Funding for provision of social amenities such as libraries, recreational area, community/multi-purpose hall.	3.70	Generally Involved	3.88	Generally Involved
23. Participating in feeding programs.	4.11	Generally Involved	4.29	Greatly Involved
24. Participating in relief operations in communities affected by calamities.	3.98	Generally Involved	4.33	Greatly Involved
25. Donating and sponsoring local charities.	3.91	Generally Involved	3.71	Generally Involved

Table 1 (cont). Mean Scores and Descriptive Interpretation on the Level of Involvement of the Respondents in community-based initiatives

Statement	Students		School Personnel	
	Mean Scores	Interpretation	Mean Scores	Interpretation
26. Providing educational enrichment such as events and conferences on cultural programming (e.g. performing arts)	3.09	Moderately Involved	3.67	Generally Involved
27. Adopting schools to youth camps and clinics.	3.00	Moderately Involved	3.67	Generally Involved
28. Participating in gift-giving activities to community residents.	4.01	Generally Involved	3.76	Generally Involved
29. Participating in the interaction with the indigenous groups on different places in the Philippines.	3.14	Moderately Involved	3.59	Generally Involved
30. Coordinating with the local government in adopting communities in need of support.	3.75	Generally Involved	3.84	Generally Involved
31. Providing benefit shows in raising funds for the community projects.	3.47	Generally Involved	3.65	Generally Involved
32. Donating books and school supplies to educational centers in the community.	3.78	Generally Involved	4.12	Generally Involved
33. Providing seminars on health, social awareness, and nutrition.	3.50	Generally Involved	3.69	Generally Involved
34. Providing seminars on racial and ethnic disparities.	3.12	Moderately Involved	3.37	Moderately Involved
35. Providing wellness programs to community residents.	3.33	Moderately Involved	3.78	Generally Involved
Overall-rating	3.70	Generally Involved	3.93	Generally Involved
Overall mean	3.82 = Generally Involved			

According to Kayat, Zainuddin, Ramli, and Kazim[4], cultural appreciation initiatives provides significant contribution to the development of local communities especially in rural areas. With the school personnel as supporters of these initiatives, income opportunity and development becomes the main benefit that motivates the community members to participate in the program. On the other hand, like many other activities, one must focus also on socio-cultural issues which includes recognizing, supporting, and promoting community ownership of tourism; involving community members from the start in all aspects; promoting community pride; improving the quality of life; ensuring environmental sustainability; preserving the unique character and culture of the local area; fostering cross-cultural learning; respecting cultural differences and human dignity; distributing benefits fairly among community members; and contributing a fixed percentage of income to community projects [5]. The social and cultural ramifications of initiatives warrant careful consideration, as impacts can wither become assets or detriments to communities. This can improve the quality of life in an area by increasing the number of attractions, recreational opportunities, and services. It

offers the resident with opportunities to meet interesting people, make friendships, learn about the world, and expose themselves to new perspectives [6].

Table 2. Significant Difference on the Ratings of the Respondents

	School Personnel	Students
Mean	3.93	3.70
Level of Involvement	Generally Involved	Generally Involved
Variance	0.3179	0.3603
sample size	49	201
Pooled Variance	0.3521	
df	248	
t Stat	2.3530	
P(T<=t) two-tail	0.0194	
t Critical two-tail	1.9696	
Conclusion Interpretation	CV > TV, Reject Ho Significantly Different	

Table 2 shows the significant difference between the ratings of the school personnel and the students in their involvement on community-based initiatives. This is to determine whether the stated hypotheses is accepted or rejected. This table shows the significant difference on the ratings of the respondents. To test if there is a significant difference on the rating of the

respondents, T test was computed. The computed t Stat is greater than t-critical value, therefore the Null Hypothesis is not accepted. As a result, there is a significant difference on the ratings of the respondents.

The finding implies that the school personnel are more involved than the students on community-based initiatives. This is in the reason that the school personnel are the more knowledgeable and the first line receivers of the communication on the implementation of the planned programs and projects of the school. The school personnel serve as the medium to properly inform the students on the importance of community-based programs and projects.

According to Cecil[7], the goal of academic institutions is to be a responsible presence in the community, to educate its students to be good citizens and help solve the pressing social problems of our day. He wrote about the connection between higher education and society and stressed the need for translating “theory to practice”. Colleges and universities are assuming great responsibility for identifying and addressing the economic, social, and cultural needs of their communities and their regions. Volunteerism is service focused on benefitting the service recipient. Hospitality and tourism students identify opportunities to volunteer at various venues, events, or attractions to help those in the community. These opportunities may be a result of individual motivation or student organization activities, or they may be tied to classroom activities. Any assessment of these activities would focus on the impact the services provide to the recipients. The value of the service activity is assessed predominantly in terms of how it benefits the service recipients and lacks a focus on explicit and intentional learning objectives for those providing the service [7].

Concerns of the respondents in managing community-based initiatives

After the instrument was distributed to the respondents, they were interviewed to identify their concerns in managing community-based initiatives. Three (3) questions were asked and below are their responses.

The respondents suggested activities such as conducting tours to far-flung places to learn and appreciate others' culture, gift-giving activities, project shoe box where they give out shoes and slippers to the community, Brigada Eskwela, fund

raising projects for the community needs, create organizations for students in the community to sharpen their talents and develop their skills, literacy programs for parents and students, provide agricultural spaces for planting, and conducting medical missions and seminars pertaining to health improvement.

According to Rosch and Collins[3], one of higher education's most prominent and long-standing goals has been to foster social progress through the social and civic development of those who would likely go on to assume positions of social, religious, and/or political importance in society. Given the structured opportunities for students to engage in specific leadership activities through involvement in student organizations, these organizations have played a significant role in fulfilling this civic mission even in the earliest collegiate contexts. These activities within the organization are often founded in creating campus-based and community impact.

The respondents support community programs by being cooperative in every activity and serving with a heart; influencing other students who are not yet involved; building sense of initiative to participate; regularly monitoring and evaluating the projects and programs; build capacity of staff and volunteers; develop marketing and communication plan; and seeking assistance and partnering with the local government units.

Based on the study of Fox[8], beyond the classroom, students who are engaged in opportunities such as internships, co-curricular activities, student organization leadership, study abroad, residential learning communities, and volunteer work are both better prepared and more desirable to employers. These opportunities provide students a chance to take risks and step outside their comfort zone. These possibilities also allow students to gain both real-world skills and increased confidence, setting them up for more success moving from college to career. Understanding some of the broad engagement opportunities that take place on campus and contribute to career-readiness provides a starting place for establishing a framework that expands upon motives and methods for enhanced career preparation. This will be in support on how important student engagement is in an institution tackling student leadership having community projects and programs.

All of the interviewed respondents agreed that community-based initiatives not only benefit the community but also the respondents themselves.

These benefits include: helping the students be more open in the society, build a good relationship between the school and the community as well as promoting good image; provides a fun-learning environment for the students and school personnel; promotes unity with the community; increases the schools' standards; exposure on the community issues and concerns and analyze how to address these concerns; develops academic and social skills of the students; know the importance of community involvement; and improves their leadership skills.

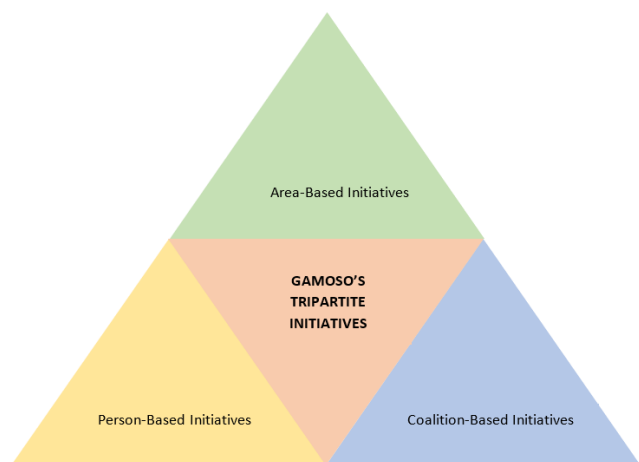
According to Lopa[9], community-based programs promote the development of cognitive complexity, citizenship skills, social responsibility, and active learning while responding to pressing issues and needs in the larger society. The choice to have students do these programs should be the responsibility of student organizations or the department to go out and volunteer together to work on some noteworthy service, such as a fundraiser for a nonprofit, spring cleaning project, etc., where there are no discernible objectives, reflections, or assessments beyond doing the project other than feeling good about giving back to the community, perhaps where the school is located.

Based on the findings of the study, a model for community-based initiatives has been proposed. Community-based initiatives were collected based on the related literature studies about the five (5) factors which includes Political Support, Economic Sustainability, Cultural Appreciation, Environment Conservation, and Social Development. 35 initiatives were gathered and included in the development of the survey questionnaire. The ratings on the level of involvement of the respondents on these community-based initiatives have undergone the exploratory factor analysis treatment. Exploratory Factors Analysis clustered the 35-item survey questionnaire to larger items based on how the items should be grouped.

A Principal Component Analysis (PCA) was conducted on 34 items (item 13 was removed in which did not contribute to a simple factor structure). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, $KMO=.842$, and all KMO values for individual items were $>.50$, which is well above the acceptable limit of $.5$. Bartlett's test of sphericity $\chi^2(595) = 7908.341$, $p < .001$, indicated that correlations between the items were sufficiently large for PCA.

An initial analysis was run to obtain eigen values for each component in the data. Three components had eigen values over Kaiser's criterion of 1 and in combination explained 57.47% of the variance. All items in this analysis had primary loadings over .5. Table shows the factor loadings after rotation. The items that cluster on the same components suggest that component 1 (19 items, $\alpha = .976$) represents the area-based initiatives, component 2 (11 items, $\alpha = .973$) the person-based initiatives, and component 3 (4 items, $\alpha = .832$) the coalition-based initiatives.

Thus, the proposed model: Gamoso's Tripartite Initiatives Model



Description

Gamoso's Tripartite Initiatives Model is a proposed researcher-made model based on the identified initiatives conducted by the Universities in the Philippines. These initiatives are contributors to political support, economic sustainability, cultural appreciation, environmental conservation, and social development wherein both the school and the community will benefit.

Area-Based Initiatives is explained as the initiatives targeting social and economic disparities. Most of the initiatives create an impact in the environment where the receivers of the benefits are located. Examples of these are seminars on environmental conservation and preservation, national greening programs, and clean-up drives for the residents to have conducive place to live in (Ecotourism); creating business opportunities, providing skills training, and conducting seminars that provide income to create employment opportunities for the residents; providing seminars on cultural

preservation, selling of products based on their nature, culture, and history (Cultural and Historical Tourism), and promoting Philippine arts and culture to prevent acculturation or adaptation of others' culture (Cultural Tourism).

Person-Based Initiatives are initiatives targeting the development of the individuals specifically on health and wellness (Health and Wellness Tourism), races and ethnicity (Cultural Tourism), and other individual needs. Examples of these are conducting seminars on racial and ethnic disparities, educational enrichment on cultural programming, and interaction with the indigenous groups to appreciate and sustain their own culture; providing wellness programs, seminars on health and nutrition, sports and other activities for their health needs (Sports Tourism).

Coalition-Based Initiatives are initiatives that require support from interest groups. These include companies, organizations, local government, and other stakeholders. A support from these groups makes the initiative possible for its sustainability. Examples of these initiatives are coordination with the local government on their plans for the community, partnering with businesses to sponsor on the needs of the communities such as feeding programs and gift-giving, and gain funds for provision of social amenities with the help of different organizations.

Characteristics of the Model

Gamoso's Tripartite Initiatives Model is triangular in shape as it implies stability, power, and energy having a solid base. Triangles are directional or navigational tools which explain that the model may not be a model of perfection but a model of progression.

The four (4) colors used describes the model, Community-Based Tourism Initiatives and the (3) community-based tourism initiatives. Red represents the Gamoso's Tripartite Initiatives Model which symbolizes energy, passion, love, strength, sincerity, and happiness in doing projects and programs that benefits the community, the school, and other stakeholders. Green represents the Area-Based Initiatives which symbolizes cleanliness, service, and generosity in doing projects that preserves nature and maintains healthy environment making it a conducive place to live in. Orange represents the Person-Based Initiatives which symbolizes energy and enthusiasm in providing expansive projects and programs that gives the beneficiaries the opportunity to live a balanced life. Blue represents Coalition-Based Initiatives which

symbolizes unity in getting involved and supporting projects and programs that brings peace, order, and loyalty among those involved.

CONCLUSION AND RECOMMENDATION

The school personnel rated themselves higher with that of the students. However, both respondents rated themselves Generally Involved in Community-Based Initiatives of their schools.

There is a significant difference on the ratings of the school personnel respondents with that of the students' therefore the Null Hypotheses is not accepted.

The respondents shared their suggestions on other community-based initiatives they could conduct in school. The respondents showed their support through various actions to sustain their initiatives. The respondents agreed of the benefits in getting involved in community-based initiatives and shared their experiences.

A model was designed based on the initiatives gathered from the review of related literature and those conducted by the universities in the Philippines. Through these, three (3) types of initiatives were identified namely: area-based initiatives, person-based initiatives, and coalition-based initiatives.

It is recommended that there is a need to involve the students in the planning and development of community-based programs of the school. Involve the cooperation of local community, local government and the community residents in the planning and development of programs to be able to identify their needs and analyze on how to address these needs; implement these programs in the community with continuous supervision; regular monitoring and follow through of these programs for sustainability; execute initiatives on the low level of involvement such as funding community projects; providing seminars on racial and ethnic disparities; providing vocational programs on skills development such as craft-making and food products; offering means for local small entrepreneurs to develop and sell sustainable products based on the area's nature, history, and culture; providing educational enrichment such as events and conferences on cultural programming (e.g. performing arts); adopting schools to youth camps and clinics; participating in the interaction with the indigenous groups on different places in the Philippines; providing seminars on racial and ethnic disparities; and providing wellness programs to community residents. It is also suggested to adopt the proposed

model in program planning for community-based initiatives of schools; and involve the support of local and international non-government organizations for resource mobilization, capacity building, and promotion of community-based initiatives.

Further studies on the following: testing of the model for more significant results; considering other community-based initiatives in other courses; and sustainability of community-based initiatives.

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