Higher Education Institution's Compliance on Educational Tour Policies

Vicente D. Carillo Jr.
Eastern Visayas State University – Tanauan Campus, Philippines
vicente.carillojr@evsu.edu.ph

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Abstract –*This study investigated the Higher Education Institution's (HEI) state of compliance of CHED Memorandum Order No. 17 series of 2012, and the problems met by the faculty handling the subject during school year 2016 – 2017. Descriptive - correlational design with survey method was used. Relationships were established by using Pearson r coefficient correlation, eta correlation, and point biserial correlation. A total enumeration of 86 respondents participated in the study coming from different HEI's in the research locale. Results revealed, the faculty had much complied the requirements set forth by the circular pre, intra and post educational tour. The extent of compliance of faculty in-charge before, during and after the educational tour was significantly correlated as to their highest educational attainment, academic rank and number of years of experience in handling educational tours. Faculty perceived both slightly and moderately felt problems regardless of nature could it be financial or personal issues. This implies that every faculty should train along with some other concerned personnel like chaperons, medical staff and assistants ensuring utmost safety. This also implies that preparations and compliance for the educational tour be given emphasis pre, intra and post conduct of the activity by administrators and tapping accredited agencies by department of Tourism for the activity would lessen risks and constraints in its conduct.*

Keywords –*Compliance, Educational Tour, Institutional Requirement, Tour Constraints, Policies*

INTRODUCTION

Educational tour is one of the main sources of knowledge of the students as it provides them the direct experience and learning that adheres to the objectives and must acquire the necessary skills in their fields of study [1]. The concept of educational tours is based on the principle of experiential learning, where the students gain learnings by making their experiences meaningful especially when they actively engage themselves and exploring the world outside the classroom [2]. The association for experiential education, acknowledged that experiential education as "a philosophy that informs many methodologies in which educators purposely engage with leaners in direct experience and focus reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities", [3]. Educational tours give learning to specific fields acquired during the tour which catches the interest of the students in relation to their field of study.

Askew, stressed that acquiring knowledge effectively in educational tour is dependent to the student, the effect on its learner and the action on the learning process [4]. Furthermore, it was emphasized that educational tours provide both teachers and students the experience outside their everyday classroom activities [5]. Educational tour fills the mind with joy and it breaks the boredom of life. Moreover, travelling teaches the endurance and good training for success life's struggles. As such type of learning delivery and strategy of acquiring learning has the ability to impact to social and emotional development of the students [6]. It was also found out that tours change the attitude of the students, promotes personal growth, develops life skills, and societal and general knowledge [7] – [8].

While there are positive benefits of educational tours and field trips, it is also associated with potential risks and constraints. To minimize potential risks during educational tours, the Commission on Higher Education (CHED) published a memorandum order for educational tour and fieldtrip policies and guidelines where it includes the planning, supervising, and several precautions to be considered to limit liability and risks. Through the compliance of these guidelines' problems met by administrator would be lessen and better yet be eradicated. Cooper also stressed that satisfying both academic and industry does have special implications in delivering tourism

education, as contrasted by subject areas in geography and history [13].

The study relies on the theory of experiential learning; it is a theory that says that the cognitive processes of learning. In particular, asserts the importance of serious reflection in learning where David Kolb was one of the key contributors [14].

CHED Memorandum Order No. 17 S. 2012 (CMO #17 s. 2012)

The CMO #17 s. 2012 or the Policies and Guidelines on Educational Tour and Field Trips of College and Graduate Students is in accordance with the pertinent provision of Batas Pambansa Blg. 232, Republic Act (RA) 7722 otherwise known as the Higher Education Act of 1994 where the policies and guidelines and procedure were adopted [9]. The aim of the policies and guidelines is to ensure that all Higher Education Institutions complied all the procedures and provided the quality and relevant tours and filed trips needed by the students. They should also provide an academe-industry linkage plans that is appropriate to the degree program of the student.

As part of the compliance of the policies and guidelines, students who will join the educational tour must submit a medical clearance from the concerned HEIs as part of their free services, this is to ensure the health safety of the students. For those students who cannot join the tour shall be given an equivalent school activity which will provide students gain similar skills and knowledge and students with special needs shall be given considerations. Educational tours and field trips shall not be made as substitute of a major examination for the purpose of requiring the student to join the tour or field trip.

The destination of the tour and field trips should be near to the concerned HEI in order to minimize cost. The concerned HEI should inform the students if additional cost is needed, the destinations should be in line with the objectives of the educational tours or field trips. Advanced and proper coordination with the local governments or to the concerned person shall be observed for safety and convenience. All this information shall be part of the Students Handbook and be discussed to the students during orientations before the start of classes. The HEI should conduct a briefing and debriefing program to the students, such as risk assessment procedures and documented learning journal after the tour and the HEI shall submit also a report to the CHEDROs one month before opening of the classes for every academic year.

Appropriate sanctions may be imposed on erring HEIs by the commission en banc (CEB) upon the recommendation of the CHEDROs and CHED Legal Services. Sanctions include a written warning for first offense, suspension from conducting educational tours and field trips for a period of time as second offense, and disapproval of application for other school fees increase and introduction of new fees of HEI, administrative and criminal charges, and imposition of penalties such as revocation of permits and downgrading of status for third offense.

It is therefore important to assess the compliance of HEIs on the educational tour policies and guidelines to avoid sanctions and penalties to HEIs, and also for the safety of the students, as the major concern. The importance of assessing the compliance of HEIs on the educational tours is not of the interest of researchers as reflected on the literature search conducted. No research has been done particularly in the Philippines on the extent of compliance of HEIs on the policies and guidelines on the educational tours implemented by CHED. Further, this study will provide insights to formulate a well-planned and crafted educational tour protocols in every HEIs.

Through the conduct of this study, it will be able to show how HEI's of the region manages their Educational tour and give importance to the relevance of the purpose of the tour and bring about issues of safety and other problems met and how they perceive it.

OBJECTIVES OF THE STUDY

This study determined the extent of complianceon the educational tour policies in selected state universities of Region 8 as assessed by the faculty and was conducted School Year 2016-2017. Specifically, this study aimed to answer the following research objectives: 1) To Determine the profile of the respondents in terms of Sex, Age, Highest Educational Attainment, Academic Rank, the Number of years handling the educational tour, the trainings and seminars attended in educational tour and the subjects taught. 2) To determine the extent of compliance of faculty in charge of the educational tour policies as provided in CMO #17 S.2012 classified according to: Before the Educational Visit, During the Educational Visit, After the Educational Visit? 3) To determine the extent of compliance of institutional requirements for educational tour as assessed by the faculty in charge? 4) Determine the profile of the faculty-in-Charge of educational tours related to the extent of compliance

of policies in CMO #17 S. 2012? 5) To know the problems encountered by the faculty in charge in the conduct of educational tours?

METHODS

Research Design

This study utilized a descriptive – correlational design. This design ascertained how much variation is caused by one variable. Besides, this research design sought to investigate the relationship among two or more variables. This research method is considered the most appropriate considering the fact that the researcher identified a relationship between the profile characteristics of faculty in-charge and their extent of compliance of requirements under CMO #17 S.2012 is evident, faculty in-charge and their extent of compliance of requirements under CMO #17.

Respondents of the Study

The study respondents were the 86 faculty members coming from the eight (8) State Universities of Region 8 who were handling the subjects Educational Fieldtrips/ Educational Tour likewise those faculties who administer who are in some way were involved in the educational tour of the students. Total enumeration of respondents was made to maximize the data to be gathered in the study.

Research Instrument and validation

A researcher-made questionnaire was used in the study, then later validated and run for reliability measurements. The survey questionnaire underwent face validity procedure and was revised according to the comments and suggestions of the 5 experts with field of specialization related to the current study and research panellists. Further, dry-run of the revised survey questionnaire was conducted and tested its reliability using Cronbach's alpha and Composite reliability tests. Factors Compliance of Faculty In-Charge Before (0.80), During (0.79), and After (0.85) the conduct of Educational Tours obtained a reliability coefficient above 0.70. Similarly, on the factor Extent of Compliance of Institutional requirements for Educational Tour (0.77). The survey questionnaire focused on the extent of compliance of faculty in charge involved in the educational tour on the requirements under CMO #17 classified according to before, during and after the conduct of educational visit or field trip. Moreover, to know the extent of compliance of institutional requirements for educational tour and the constraints as perceived by the teachers.

Data Collection Procedure

Before the actual conduct of study, the researcher prepared communication letters to the identified SUC's in the region asking permission to conduct the actual survey to the respondents. Communication letters were given to the office of the president through the vice presidents for academic affairs of the state universities visited and was endorsed to the respective deans of the colleges involve in the study. Given the go signal to conduct the survey, the questionnaires were personally distributed and retrieved to the respondents by the researcher. However, for the questionnaires which were not retrieved immediately, he sought assistance from the University who helped him in the retrieval of said questionnaires. In some State Universities, the researcher has gone twice by giving and by retrieving the said questionnaires.

Data Analysis

The data that were gathered were tabulated, analysed and interpreted using the appropriate statistical techniques. To describe the profile of the respondents, frequency counts, percentages were used. To determine the summated scores of the respondents on the compliance and constraints, frequency counts and mean scores were arrived at with their corresponding qualitative description. To test whether relationship occurs and determine the correlations between the variables, Pearson r, Point-biserial and Eta Correlation were used. All statistical computations and analysis were processed using the SPSS. The level of significance was set at 0.05 level in order to reject or not reject the null hypotheses of this study.

Ethical Considerations

The respondents of the studyassured of the confidentiality of their answers and would only be used for the purpose of the study. The researcher likewise personally discussed the contents of the instrument before asking the respondents their utmost answers. Code of professional ethics for the respondents was also followed.

RESULTS AND DISCUSSION

Table 1 shows the profile of the faculty, out of eighty-six (86) respondents, 48 or 51.81 percent were

females, and thirty-eight (38) or 44.19 percent were males.

Table 1. Profile of the Respondents (n=86)

Profile Variables	%	%
Sex		
Male	38	44.19
Female	48	55.81
Age		
41 years old and above	32	37.25
26-40 years old	45	52.33
25 years old and below	9	10.42
Highest Educational Attainment		
Doctorate Degree Holder	17	19.77
MS/MA with Doctoral Units	15	17.44
Master's Degree	22	25.58
Bachelor Degree with Master's Degree units	26	32.23
Bachelor Degree	6	6.96
Academic Rank		
College/University Professor	1	1.16
Professor	3	3.49
Associate Professor	8	9.30
Assistant Professor	14	16.28
Instructor	60	69.77
Number of Years of Teaching		
7 years and above	13	15.12
2 to 6 years	37	43.02
1 year and below	36	41.86
Training		
With Training	17	19.77
Without Training	69	80.23
Subjects Taught		
Seminar/Field Trip/Training & Practicum	44	51.16
Tourism Specialization	14	16.28
Ecology/Environmental Education	10	11.63
General Education	11	12.79
Current Trends	7	8.14

Thus, most of the faculty or staff who accompany students during educational tours are females. This implies that more of female faculty members are designated to coordinate educational tours.

The age groups of the faculties show that majority were 26 – 40 years old with a frequency of 45 or 52.33 percent, 37.25 percent were 41 years old and above and only 9 or 10.42 percent were 25 years old and below. The figures reveal that majority of the respondents are at the average age of supervising and coordinating educational tour. As faculty members they are expected to be responsible enough to handle educational tour of college students.

Majority of the faculty, 26 or 32.23 percent were bachelor's degree with master's degree units, 22 or 25.58 percent were master's degree holder, and only 17 or 19.77 percent were doctorate degree holders. Most of the facilitators on educational tour were bachelor degree holder and still pursuing their master's degree education, while few of them were doctorate degree holders.

Majority of the faculty, 60 or 69.77 percent are instructors, 14 or 16.28 percent were assistant professor, associate professor were 8 or 9.30 percent and only 1 or 1.16 percent were college/university professor. The information tells that the faculty members who are working as instructors are still working with their masters'/doctorate education for the reason to be at the higher rank promotion.

Most Faculty handling the tour (37 or 43.02 percent) had 1year and below experience, subsequently with a 2 to 6 years with a frequency of 36 or 41.86 percent, while there are 13 or 15.12 percent with 7 years and above experience. These findings could mean that more of them are not just long since they were in service going through and facilitating students before, during, and after the educational tour.

With regard to the trainings attended by the faculty, there are 69 or 80.23 percent did not have training and 17 or 19.77 with training. Most of the faculty members had not attended any training activities with regard to conducting educational tours. This means that mostly of the faculty have not yet attended any training or related activities related to educational tour. This finding implies that the knowledge of the faculty members handling educational tours are based on their personal experiences and self-study.

For subjects taught, majority 44 or 51.16 percent were handling seminar/fieldtrip/training & practicum teachers, 14 or 16.28 percent are tourism specialization, general education are 11 or 12.79 percent and 10 or 11.63 percent are ecology/environmental education majors. The data indicate that majority of faculty members are thoroughly guided with the existing rules and regulations about fieldtrip since they are assigned to handle seminar/fieldtrips/training and practicum.

The data on the extent of compliance of faculty in charge of educational tours requirements under CMO #17 is presented in Table 2.

Table 2. Extent of Compliance of Faculty In-Charge Before the Conduct of Educational Tour

	Requirements	***Mean***	***Description***
1.	Educational tour is included in the Curriculum of the degree program	4.38	Much Complied
2.	It is a (3) three-unit credit subject.	4.12	Much Complied
3.	It has 3 hours/week. (A total of 54 hours/semester.	3.87	Much Complied
4.	Educational Tour updated guidelines are included in the student's handbook.	3.48	Complied
5.	Curriculum is displayed in conspicuous places.	3.17	Complied
6.	Educational tour is Included in the general curriculum	3.75	Much Complied
7.	There is an assessment report confirming the willingness/readiness to join the field trip to be filled in by the concerned faculty and students.	4.07	Much Complied
8.	Faculty in-charge of the educational tour is officially designated with the corresponding responsibilities before, during and after the activity.	4.32	Much Complied
9.	Advanced and proper coordination with the Local Government and other concerned non-government offices with letter request by sending University/College shall be acknowledged and approved by LGUs or NGOs.	3.80	Much Complied
10.	Consultation are conducted to concerned students, faculty and stakeholders with attached minutes of consultation and attendee's signature.	4.15	Much Complied
11.	Destination chosen, considering cost and benefit requirements, safety and relevance with the subject matter.	4.28	Much Complied
12.	Fund and other resources are properly secured or accounted for	4.17	Much Complied
13.	Briefing to concerned faculty and students provide the needed information materials.	4.23	Much Complied
14.	Written plans by the accredited travel agency with attached Gant chart is duly approved by the University/College	3.98	Much Complied
15.	Copy of the itinerary and Travel Agency's or Tour Operators Accreditation Certificate issued by Department of Tourism.	4.05	Much Complied
16.	Individual or group insurance for students, faculty and other concerned stakeholders.	4.20	Much Complied
17.	Standard format of learning journals given to students.	3.67	Much Complied
18.	Announcement to students, faculty and parents, made one (1) to two (2) months before the scheduled date of educational tour/field trip.	4.22	Much Complied
19.	Risk assessment plans and preventive measures for the tour is given to students and stakeholders.	3.83	Much Complied
20.	Medical clearance of students and medical aid kits are provided.	4.10	Much Complied
21.	Medical clearance duly signed by the parent or Physician with waiver is provided	4.27	Much Complied
22.	Written schedule of fees for the tour is disseminated to concerned stakeholders.	4.18	Much Complied
23.	Duly notarized consent of parents is submitted before the activity.	4.22	Much Complied
	Sub-mean	**4.02**	**Much Complied**

As seen on the table, before the educational tour is done the requirements under CMO #17 had been much complied by the faculty-in-charge with a sub-mean of 4.02. Majority of the indicators have been much complied. Obviously, it is worth to note that "Educational tour is included in the Curriculum of the degree programs that the students enrolled" got the highest mean of 4.38, described as much aware. This was followed by "Faculty in-charge of the educational tour is officially designated with the corresponding responsibilities before the activity", mean = 4.32 with adjectival description of much complied. Another indicator with higher mean of 4.32 is "Destination chosen considering cost and benefit requirements safety and relevance with the subject matter" is much complied.

These findings disclose that the faculty members responsible of students' educational tour are doing well their job. They are well-guided and knowledgeable of the necessary requirements before they go on with the activity.

Table 3. Extent of Compliance of Faculty In-Charge During the Conduct of Educational Tour

Requirements	*Mean*	*Description*
1. Evidence that parents or guardians were informed of the conduct of the field trip are duly documented and are available for verification of concerned agencies.	4.32	Much Complied
2. Program of activities must be agreed upon and the schedule must be followed.	4.23	Much Complied
3. Deviating from the original schedule must be duly justified.	4.22	Much Complied
4. Letter or MOA stating the coordination with concerned LGUs or NGOs.	3.83	Much Complied
Sub-mean	**4.15**	**Much Complied**

On Table 3, the information includes the compliance of requirements during the educational tour. It can be gleaned from the table that the faculty in-charge of educational tour have affirmed that they much complied all the requirements during activity, whose sub-mean score is 4.15. This perception denotes that the faculty in-charge took efforts in the compliance of the requirements for the devotion of the activity. They see to it that parents' will be informed what transpired during the tour through proper documentation. Also, the faculty members who join with the tour follow strictly the agreed itinerary.

Table 4. Extent of Compliance of Faculty In-Charge After the Conduct of Educational Tour

Requirements	*Mean*	*Description*
1. Documentation of Debriefing program after the tour	4.03	Much Complied
2. Liquidation report by faculty in charge and submitted to CHED including details of amount expended using Filled-in undertaking form.	3.95	Much Complied
3. Assessment report by students submitted to concern HEI.	3.90	Much Complied
Sub-mean	**3.96**	**Much Complied**
Overall Mean	**4.04**	**Much Complied**

With regard to the compliance of the requirements after the educational tour as shown on Table 4. The sub-mean of all the indicators is 3.96. It is described as much complied. The faculty in-charge came up with comprehensive documentation for debriefing program or culminating activity. Students with the guidance of their teachers prepare the liquidation and assessment reports.

Table 5. Extent of Compliance Among Faculty In-Charge on The Institutional Requirements of Educational Tour

Requirements	*Mean*	*Description*
Prospectus	4.68	Very Much Complied
Course Syllabi	4.67	Very Much Complied
Letter request for an educational tour	4.70	Very Much Complied
Certification from the cashier of the amount collected	3.58	Much Complied
Proof of bidding pursuant to procurement law and others	3.68	Much Complied
Travel contract between agency and school	4.25	Much Complied
Notice of meeting for parents regarding the proposed educational tour	4.35	Much Complied
Tour observation and evaluation guide	4.40	Much Complied
Itinerary of travel	4.58	Very Much Complied
List of students enrolled in the subject	4.68	Very Much Complied
Safety measures/risk management plan	4.32	Much Complied
Medical certificate	4.50	Much Complied
Parents permit duly notarized	4.47	Much Complied
Insurance	4.33	Much Complied
Requirements for students who will not join the tour	4.25	Much Complied
Overall Mean	**4.36**	**Much Complied**

The data reported implies that the faculty in-charge of educational tours are much compliant to all the requirements before, during and after the educational tour requirements under CMO #17 with an overall mean of 4.04. It is an acknowledgment that they have internalized the responsibilities of handling students going with the tour. These results confirm the assertion from the students that they are much aware of the requirements of CMO #17.

Presented in Table 5 are the mean scores and the corresponding adjectival description on the extent of compliance among faculty in-charge of the institutional requirements of educational tour. The overall mean value of 4.36 described much complied show that the faculty members designated to coordinate with students' educational tour are strictly following the submission of the institutional requirements.

The indicators on letter request for an educational tour, prospectus, list of students enrolled in the subject and proof of bidding pursuant to procurement law and others, course syllabi and itinerary of travel were very much complied by the faculty in-charge. The mean values are 4.70, 4.68, 4.67, 4.58 respectively, other requirements of educational tour were much complied.

These results imply that the faculty in-charge of educational tours are knowledgeable of the corresponding requirements needed by the different academic and administrative offices to pursue with the activity. It also reveals that the students and their parents actively support to come up with the requirements. Moreover, the parents are with their children's experiential learning regardless of their financial problems.

Table 6. Correlation Between the Profile of The Faculty In-Charge and their Extent of Compliance of Requirements Under CMO#17 (Before Educational Tour)

Profile Variables	***Correlation Coefficient***	***p-level***
Age	-0.007	0.956
Sex	0.126	0.339
Highest Educational Attainment	0.755	0.032
Academic Rank	0.872	0.015
Number of years' experience in handling educational tours	0.635	0.019
Trainings/Seminars attended in Educational Tours	-0.032	0.879
Subject Taught	0.551	0.342
during Educational Tour		
Age	-0.050	0.706
Sex	0.128	0.331
Highest Educational Attainment	0.301	0.932
Academic Rank	0.364	0.761
Number of years' experience in handling educational tours	0.564	0.031
Trainings/Seminars attended in Educational Tours	-0.102	0.377
Subject Taught	-0.354	0.330

**Significant at p<0.05*

Table 6 (cont). Correlation Between the Profile of The Faculty In-Charge and their Extent of Compliance of Requirements Under CMO#17 (After educational Tour)

Profile Variables	***Correlation Coefficient***	***p-level***
Age	-0.141	0.284
Sex	-0.033	0.800
Highest Educational Attainment	0.510	0.042
Academic Rank	0.464	0.233
Number of years' experience in handling educational tours	0.503	0.044
Trainings/Seminars attended in Educational Tours	0.271	0.212
Subject Taught	0.023	0.876

**Significant at p<0.05*

The relationship between the profiles of the faculty in-charge which include sex, age, highest educational attainment, academic rank, number of years, training/seminars attended in educational tours, subject taught and their extent of compliance of the requirements under CMO #17 is presented in Table 6.

As reported in Table 6, there were three profile variables that yielded significant results. Highest educational attainment had r value = 0.755 with p-level = 0.032, academic rank r-value = 0.872 having p-level = 0.015 and number of years' experience in handling educational tour r-value = 0.635 p-level is 0.019. These figures are significant at 0.05 probability level since all p-levels are greater than the level of significance.

These results signify that the higher the educational qualifications of the teachers the better his/her compliance of the requirements in the preparation of the educational tour. In terms of academic rank, this means that the higher the academic rank of faculty member the more that he/she is compliant to all requirements of the tour. Also, the number of years' experience in handling educational tours contributed to the faculty in charge in the degree of compliance of educational tours before the activity.

Other profile variables such as: age, sex, trainings and subject taught have no bearing in the teachers' compliance of the requirements of CMO #17 before the activity is done. All p-levels are less than 0.05 level of significance.Therefore, the null hypothesis that the profile variables are related to their compliance of the requirements under CMO #17, before the educational tour is rejected in terms of educational qualification, academic rank, and number of years' experience in handling educational tours. While age, sex, trainings

and subject taught, the hypothesis is not rejected at 0.05 level.

Only the number of years of handling educational tours of the profile variables of faculty in-charge is positively related to their compliance of during the conduct of educational tours. It got r-value of 0.564 whose p-level is 0.031. All other variables have no bearing in their compliance of requirements during the educational tour. This means that the previous exposure of the teachers in handling educational tour influenced their compliance of requirements. The more experience they have been assigned to educational tours the more they have internalized the work of coordinating the activity.

Highest educational attainment, academic rank and number of years' experience in handling educational tours of faculty in-charge are related to their compliance of CMO #17. The r-values obtained were: 0.510, 0.464 and 0.503 respectively. The corresponding p-levels are less than 0.05 significance level. These variables have strong bearing on how they comply the necessary requirements after the educational tour.

On the contrary, other profile variables of teachers such as sex, age, and training did not show significant relationship with their requirements compliance. Thus, the null hypothesis that the profile variable, after the activity is done of faculty in-charge is not related to their extent of compliance of CMO #17, after the educational tour is rejected along highest educational attainment, academic rank and number of years. The same null hypothesis is not rejected on sex, age and trainings.

Table 7. Problems Encountered by The Faculty In-Charge in the Conduct of Educational Tours as Perceived by the Teachers to their Students

Problems	*Mean*	*Description*
Lack of Money	3.33	Moderately Felt Problem
Lack of Time	2.60	Moderately Felt Problem
Lack of Safety and Security	2.40	Slightly Felt Problem
Physical Disability	2.25	Slightly Felt Problem
Family Commitments	2.11	Slightly Felt Problem
Lack of Interest in Travel	2.15	Slightly Felt Problem
Fears of Travel	2.53	Moderately Felt Problem
Management Deficiencies	2.21	Slightly Felt Problem
Overall Mean	**2.45**	**Slightly Felt Problem**

The faculty members identified lack of money as the first problem encountered by the students in the conduct of educational tour. It got the highest mean value of 3.33, described as moderately felt problem. State universities should inform the students and the parents about the planned tours ahead of time in order for them to prepare and save up money for joining the activity [10]. Lack of time is the second problem identified with a mean score of 2.60 and fears of travel whose mean = 2.53. Both are moderately felt problem. Poor planning such as arranging parental consent, accomplishing the medical certificate, coordinating with the local governments or to the concerned person could result to time constraints [11]. Other problem indicators were slightly felt problems like; lack of safety and security, management deficiencies and physical disability. Similar constraints were reported where students are concerned about their security and safety and they are also concerned on the preparation of the activity [12]. The overall mean value of 2.45 is described as slightly felt problem. This shows that constraints felt on the conduct of the educational tour has slight effects on the participants as being perceived by the faculty in charge and the activities still pursues despite of the constraints.

CONCLUSION AND RECOMMENDATION

The extent of compliance of the faculty in-charge have much complied the requirements in the conduct of educational tour as aforesaid under CMO #17 to be observed strictly before, during, and after educational tour. Faculty-in-charge show much compliance to the extent of the institutional requirements in the conduct of educational tour. Thus, they are strictly following the institutional requirements needed to be submitted/complied in conducting the educational tour. The extent of compliance of faculty in-charge before and after the educational tour is significantly correlated to highest educational attainment, academic rank and number of years' experience in handling educational tours. On the other hand, the number of years' experience also showed relationship with during the educational tour. Faculty have slightly and moderate felt problem respectively in the conduct of educational tour whether it could be the lack of money, the lack of time, the lack of safety and security and likewise on the management deficiencies. Educational Tours as learning tool is a great way of experiencing on hand learning far from the conventional classroom, with this guidelines and compliance to the guideline gives assurance to the teacher and the school the utmost

student learning without compromising the most important factor which is safety.

The faculty member handling the subject Educational Tour should attend a training in preparation for the tour subject. In addition, other faculty like who will serve as chaperon should be required to attend the training. The number of chaperons should be proportionate with the number of students participating the educational tour so as to be able to attend to the students' needs and safety. Compliance of the tour requirements may be done a month before the tour and shall be done by the tour coordinator, tour agency and the administrators concerned. Moreover, templates and forms be in general and true to all State Universities like the checklist, risk management form, medical form, waiver, participant's information form and the like.

It is also suggested that a well-planned and crafted educational tour manual be developed by the University with policies and guidelines of CMO #17 s.2012. Proper consultation and inputs from the stakeholders shall be considered in order to review internal and external issues and concerns in the conduct of educational tour. List of approved and accredited providers and organizers in school trips maybe posted in conspicuous places inside the campus to raise awareness to the stakeholders as part of developing the students in understanding curriculum and how outdoor education can contribute to the educational process.

LIMITATIONS AND FUTURE WORKS

The study was able to present the extent of compliance of the HEIs on the educational tour policies issued by CHED, however, the study was limited to the faculty members only who were involved in the conduct of educational tours. Other study may consider the level of compliance in the administrative and students' side. An in-depth study may be done to explore the experiences of faculty members and students in the conduct of educational tours and to identify challenges encountered and how they cope with it. Moreover, a similar study may be conducted also considering other variables which were not included in the present study.

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