

Educational Tours: Its Impact on the Learning Experiences of the Third-year Tourism Students (S.Y. 2020-2021) in De La Salle University – Dasmariñas

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Abstract: Educational tours are one of the anticipated events by the students particularly to those who are taking up a degree in Tourism Management since it is relevant in their curriculum and learning experience. The College of Tourism and Hospitality Management of De La Salle University - Dasmariñas offers educational tours that mold students to be globally competitive to meet the growing demand of the travel and tourism industry. The purpose of this study was to determine the impact of educational tours on their learning experiences. The socio-cultural theory was utilized to determine the socio-cultural impacts of tourism in Taiwan as well as the challenges encountered by the students during the tour. The study used a qualitative research design and conducted a focus group discussion as the data gathering method. Among the third-year tourism students who joined the Taiwan tour, a total of 50 students participated in the focus group discussion. The gathered data were transcribed, interpreted, and analyzed narratively. The findings of the study showed the relevance of the positive and negative socio-cultural impacts of tourism in Taiwan to the learning experiences of the students. The challenges encountered by the students in the Taiwan tour served as the basis for the researchers to create recommendations that would enhance the educational tours to be conducted in the future by the department.

Keywords: Taiwan, educational tours, socio-cultural impacts of tourism, learning experience, tourism.

I. INTRODUCTION

Field trips or educational tours are one of the school's activities that make students excited and motivated. It is the activity that students look forward to during their present school year. An excursion is another term for a field trip which means a trip to learn by a group of people away from their home or to a place that is unusual from their home environment (Stephen, 2019). There are various teaching techniques given by schools and institutions around the world to students whereas educational tours are one of the important and known techniques in educating students practically and interestingly. Learning by seeing, observing, and experiencing is more effective than just learning from the four walls of the classroom. Acquiring knowledge through physical involvement lasts longer in a student's mind (Importance of Educational Tours, 2018). Educational tours benefit students with new opportunities by being exposed to new experiences and learning modalities that can widen their horizons (Kelly, 2019).

In recent years, studies into field trips within hospitality and tourism programs have begun to attract academic interest. With that attention, it opened a room to deeply analyze that students participating in field trips have long-term benefits even after their graduation (Sotomayor, 2020). The quality of educational travel and experiences of students that are related to their chosen degree greatly affects their learning satisfaction and learning effectiveness (Li & Liang, 2020). According to Kennedy (2014, as cited in Suarez et al., 2017), one of the essential parts of an educational trip is that students enjoy the tour while also learning something different. Tourism students are endorsed to engage in various curriculum-relevant educational tours. Allowing students to take responsibility for their learning is a great motivator to keep them involved and interested in educational tours (Suarez et al., 2017). Students engaging in field trips helped them excel in their classes, the information acquired during these trips, in the long run, allowed them to feel more motivated and self-confident as young professionals who continue to gain experience in the field (Sotomayor, 2020).

Higher Education Institutions (HEIs) conduct off-campus activities to provide students with sustainable teaching and deliver effective learning processes. Their purpose is to provide learning opportunities to students to widen their knowledge as they experience and witness reality. It encourages students to strengthen their interest in their chosen field of industry (CHED Memorandum Order No. 63, 2017).

De La Salle University – Dasmariñas (DLSU-D) is one of the known universities in the province of Cavite. The university offers various programs and one of them, which is relevant to this study, is the Tourism Management program. The program molds students to be globally competitive to meet the growing demand of the travel and tourism industry (CTHM Programs, 2020). As part of Lasallian education, the Tourism Management Department (TMD) of DLSU-D conducts in-depth training for students both in classroom settings and off-campus activities. Students' exposure is expanded through these learning techniques which makes them one step further in their chosen profession in the industry (About TMD, 2020).

The researchers have chosen this study because the educational tours for tourism students play a vital role in their educational learning as they will be the future workforce of the tourism industry. The travel and tourism sector is an applied field that suggests practical skills are much more significant than academic knowledge. It is important for Higher Education Institutions to provide intensive tourism training to students who aspire to be in the industry. Tourism students must acquire practical skills first before working in the said industry in the future (Pawgi, 2017). Since the researchers are also third-year tourism students in DLSU-D, they have personally encountered challenges that affected their learning experiences in educational tours. The motivation of this study is to help in the progress and enhancement of educational tours being conducted by the Tourism Management Department to tourism students. The learning process for each tourism student at DLSU-D has always been remarkable. But as the industry's demands change and evolve, innovating and adjusting the learning process for tourism students must be considered for them to be adequately equipped.

The positive and negative effects of tourism impacts are classified into three namely economic, environmental, and socio-cultural impacts (Dela Peña, 2018). The concept of this study focused on the socio-cultural impacts where it was defined as a combination of social and cultural contexts. It served as a framework that drew attention to social and cultural elements that helped in one's learning (Ubale, 2017). In relation to the study, educational tours allow students to experience the culture while socially interacting with other people that provide them an opportunity to widen their learning.

The general research objective of the study is to determine and understand the socio-cultural impacts of tourism that affected the learning experiences of students in educational tours, specifically in Taiwan, given by the Tourism Management Department to the tourism students during the school year of 2018-2019 in DLSU-D. The specific research objectives of the study are:

- To determine the positive and negative socio-cultural impacts of tourism in Taiwan during the students' educational tour.
- To identify the challenges encountered by the students during educational tours.
- To determine if the Taiwan tour objectives were met by the students.
- To create recommendations to enhance the educational tours of tourism students in DLSU-D.

This study will contribute to the Tourism Management Department of DLSU-D as it can be used as a basis for the feedback of tourism students who participated in the tour. It would be of help to the enhancement or maintenance of educational tours that are being conducted by the department in the future semesters.

II. LITERATURE REVIEW AND CONCEPTUAL/THEORETICAL FRAMEWORK

Perspective on socio-cultural defines the understanding of a certain situation, social, and cultural factors that surround an individual as it affects his thoughts, feelings, and behavior (Anjalmoose & Arumugan, 2018). Learning, on the other hand, was identified as socio-cultural by obtaining knowledge through interacting with other people. Students were recognized and highly regarded as individuals who attain practical knowledge in a wide variety of contexts (Morton & Guerin, 2017). The socio-cultural theory states that learning is happening during an interaction between people. It is also suggested that this theory has the most significant implication in the field of education (Tiwari, 2021). The work of Lev Vygotsky about socio-cultural theory has been the bedrock of research and theory that concerns cognitive development over the past decades (McLeod, 2018). He theorized that people who surround an individual are a big factor in contributing to one's learning as well as his culture and beliefs. Interacting socially is essential to the proper development of one's learning (Theodore, 2020).

The theory emphasizes the part of interacting with others and culture in one's development of higher-order thinking skills. The study is most relevant with the first fundamental concept of the socio-cultural theory which explains how social interaction contributes and plays an important role in an individuals' learning (Allman, 2020). Social interaction develops the learning strategies of a person through observing other people's behavior and altering their negative behaviors. It gives an individual a perspective to uncover certainties that bothers them thus it also allows students to find ways and solutions to their problems which gives them an edge in the future (Importance of Social Interaction to Learning, 2019). Social interaction in educational tours provides students opportunities to develop self-control because the setting is unusual to their learning environment. It promotes teamwork among students as they participate in activities together during educational tours (Frost, 2020). The illustration below shows how the positive and negative socio-cultural impacts of tourism in Taiwan, as well as the challenges encountered by the students in educational tours, will be used for the researchers to come up with recommendations to enhance educational tours which can be used in the succeeding batches of tourism students.

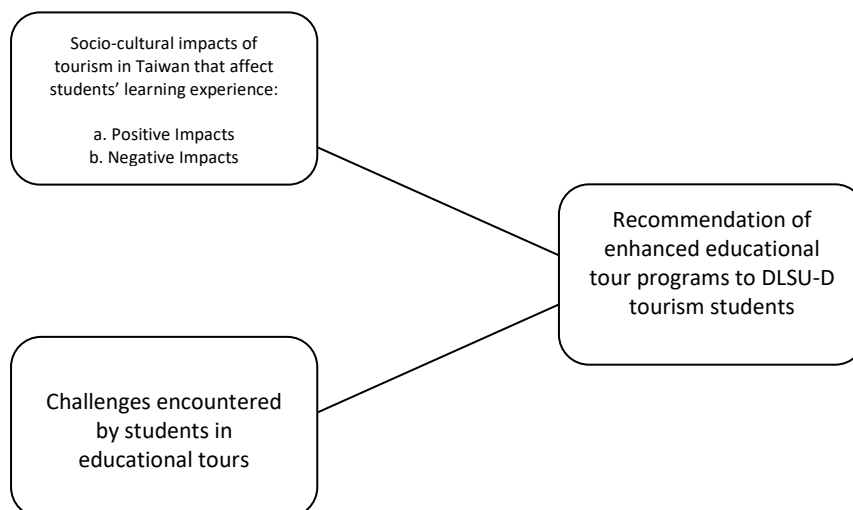


Figure 1: Illustration of Conceptual Framework

III. METHODOLOGY

The scope of the study focused on the positive and negative socio-cultural impacts of tourism and was limited only to the learning experiences acquired in Taiwan tour by the third-year tourism students in DLSU-D who were enrolled in S.Y. 2020-2021. The study acquired information and met its objectives with the use of a qualitative research design. The case study method, specifically the narrative analysis method was utilized in the study. The researchers used the focus group

discussion as to their data gathering method. They used six (6) major open-ended questions and two (2) follow-up questions for each major question.

As of the second semester of S.Y. 2020-2021, there were a total of one hundred and fourteen (114) enrolled third-year tourism students. The researchers excluded (13) students who didn't participate in the Taiwan tour and the three (3) researchers who conducted the study. Overall, there were a total of ninety-eight (98) tourism students enrolled in the second semester of S.Y. 2020-2021 who joined the Taiwan tour. The researchers invited fifty-one percent (51%) of the total population of students who joined the Taiwan tour. The generated sample size was fifty (50) participants. Since the third-year level had four (4) sections, the researchers divided the total number of participants into four (4) batches that consisted of twelve (12) to thirteen (13) students each. When the batches were finalized, the researchers set the day and time of the meeting for the focus group discussion that was convenient for all the participants' schedules. The researchers sent an invitation message via Facebook Messenger to the participants individually. Proper etiquette was considered in asking for the participants' cooperation and participation in the study. The participants were treated with the utmost respect and were informed regarding the purpose of the study. With the guidance of the researchers' thesis adviser, the questions that were used during the focus group discussion were fully assessed and verified.

The focus group discussion was held online on MS Teams and allotted a maximum of one hour for each batch. The researchers completed the focus group discussion of the total participants within two (2) days; two (2) batches per day. The responses collected were transcribed and codes were created to classify and analyze them in an organized manner. The researchers interpreted and analyzed the gathered data through narrative analysis. Recommendations for the enhancement of educational tours to be conducted by the Tourism Management Department in DLSU-D in the future were identified by the researchers.

IV. RESULTS AND DISCUSSIONS

A. Socio-cultural Impacts of Tourism in Taiwan

The first objective dealt with the positive and negative socio-cultural impacts of tourism in Taiwan that were encountered by the students during the educational tour. The questions revolved around the students' observations in terms of positive and negative socio-cultural impacts of tourism in Taiwan, their experiences and learnings in the Taiwan tour, and how their peers influenced their behavior that affected their learning experience during the tour.

Positive Socio-cultural Impacts

For the positive socio-cultural impacts, most answers received from the participants were their observations regarding the preservation of Taiwan's cultural and heritage sites, diversity among the people in Taiwan, exchanging and sharing of culture between the Taiwanese and the foreign tourists, and the discipline of the Taiwanese towards their environment and tourist destinations. A participant, who was from the section of BTM32, said:

"Upon joining the Taiwan tour, the observation I had in terms of the positive socio-cultural impacts of tourism in Taiwan is the commercialization of their culture and preservation of their heritage.."

Considering the situation of the participants, they were exposed to Taiwan's cultural and heritage sites because the tour itinerary consisted mostly of temples, memorial halls, and historical parks that are rich in Taiwan's history and culture. The key contributor to Taiwan's legislation of heritage preservation dated back to the historical movements during the 1970s that resulted in the establishment of the Cultural Heritage Preservation Act in 1982. Through the years of implementing the act, it reshaped their society's thinking and reflected on how important heritage preservation is (Chen & Fu, 2015). The participants were able to observe and appreciate the preservation, restoration, and commercialization of the different cultural, historical, and heritage sites in Taiwan. As well as the revival of their traditional arts and crafts that made Taiwan well-known and built pride in terms of tourism to tourists. Cultural and heritage attractions are one of the interests of the people who travel nowadays. Tourists are interested and prefer to see cultural sites, buildings, traces, and artifacts of those who lived in the past of a certain country. This showed that heritage with a unique cultural value had significance in terms of tourist destinations as it attracted more tourists (Akova & Atsiz, 2019). The second observation regarding the positive socio-cultural impacts of tourism that were discussed among the participants was the diversity among people in Taiwan. A participant from BTM34 mentioned:

"Hello. In addition to what they said about diversity, it does not only revolve around culture. It also covers the... What do you call that term? The gender identity of the... It looks like Taiwan is starting to be open and accepting the idea of same-sex marriage which is a positive trait of a country."

Students who joined educational tours were able to learn and analyze certain issues that holistically affected a country. Through that, they may do the same or adapt it in their own country (Martin, 2019). The participants were able to notice how diverse the people of Taiwan are. A participant even mentioned how Taiwan was very open to the LGBT community which added up to Taiwan's positive trait as a country. In that way, students who were able to experience and are exposed to diversity had an opportunity to explore social problems and enhance their critical thinking skills. The third positive socio-cultural impact that was observed by the participants was the exchanging and sharing of culture between the Taiwanese and the foreign tourists. A participant from BTM34 said regarding this positive socio-cultural impact was:

"Another impact that I saw is that Taiwan had an opportunity to showcase their culture to different tourists just like how they showcase their traditional crafts and their culture."

During the participants' stay in Taiwan, they were able to interact with some locals that allowed them to exchange and share cultures and practices between them and the locals. Students were able to learn that people of different cultures have various views, virtues, and world perspectives when they talk with individuals. Students who talked with locals understood better the culture of those people. It helped them even more to identify people who came from different settings and backgrounds (Martin, 2019). Another statement that relates to this was mentioned by a participant from BTM33:

"Each group has a tour guide, right? We speak with them personally and ask about their practices in Taiwan as well as we also tell them about the practices of the Filipinos. For example, for them bowing is a sign of respect and we told them that the sign of respect for us is through pagmamano." (Mano or pagmamano is described as an "honoring-gesture" used in Filipino culture done as a sign of respect to elders.)

The participants appreciated the culture as it widened their knowledge and understood the culture of the locals better. Students who joined educational tours allowed them to experience firsthand the cultures and practices of other countries which provided them the ability to compare and contrast the culture of others and their own culture. The participants' discussions proved the statement by Anjalmoose & Arumugan (2018) that socio-cultural shaped the understanding of an individual through the cultural factors that surrounded him.

Negative Socio-cultural Impacts

For the negative socio-cultural impacts, most answers received from the participants were their observations regarding the misunderstanding and conflicts between the locals and them as tourists and the change in their cultural identity and their behavior. A participant, who was from BTM33, said:

"But I think it is a potential misunderstanding or conflict between the residents and us. Then when we were approaching and about to ask questions to some locals inside a mini grocery store then one old lady immediately looked at us then she signaled like saying, no... they will not entertain us. So we are shocked 'cause we didn't expect that kind of attitude. 'Cause I mean we don't know if they just really don't want to entertain us or they can't really speak English. So yeah, after that we just let it pass and just understand them because we think that maybe they really can't understand or speak English."

The participants personally encountered an unkind attitude from locals during their stay in Taiwan that resulted in a negative impression. The participants felt that some locals were not welcoming and distant when it came to foreign tourists in their country. It explained that the increase in the number of visitors has a direct and indirect effect that annoyed residents that probably resulted in conflict between the tourists, tourism suppliers, and other people (Postma & Schmuecker, 2017). These experiences allowed the students to uncover certainties that they're not comfortable with and allowed them to find ways and solutions to their problems which gave them an edge in the future. Another observation about the negative socio-cultural impact that the participants commonly discussed during the tour was the change in their cultural identity and their behavior. The following statement came from a participant from BTM34 and said:

"In terms of the negative impacts, I think it's almost the same with all the countries? Like the culture of Taiwan is slowly changing and if you could notice that the products that they are selling are imported from different countries."

The participants were able to personally experience and observe how the culture of Taiwan and the behavior of its locals were gradually changing. The increase in the number of tourists in a certain destination has led to the alteration of the behavior of the residents. The social effects were determined based on how locals discern the positive and negative effects of tourism. The emergence of the antagonistic behaviors of the locals is one of the results of the ability of a certain destination to accept a large number of tourists and the capability to accept changes happening within their society (Szromek et al., 2019). The cultural attitude of other nationalities who visited their country made a huge impact that resulted in the adjustment of their behavior, culture, products, and as well as the sacredness and meaning of their temples are slowly fading away due to the number of tourists visiting the temples. The participant's statement proved Lev Vygotsky's work regarding socio-cultural theory which explained how individuals surrounded by different people can be a big factor and influence in terms of his beliefs and culture (Theodore, 2020).

Students' Learning Experiences in Taiwan

The participants shared their experiences in the Taiwan tour and assessed how it affected their learning experience. First, they were able to gain new knowledge during the tour. A participant from BTM33, who was a first-time international traveler, said:

"Well for me it's my first time traveling alone without my parents so I really learned a lot. First of all, in terms of culture, I was able to know their cultures and how or like what kind of people they really were and I was also able to apply like, oh these are the kind of attractions that tourists would really want to see. So as a tourism student it really helped me a lot. So those kinds of things I was able to understand or to know especially with joining tours."

Most of the participants were able to learn, gain knowledge, and appreciate the culture of Taiwan through their experiences throughout the tour. Students who joined educational travel gained benefits from it as they experienced firsthand the other cultures and it was an opportunity for them to deepen their perception of art, history, and culture. There may be cultural differences but they also understood that people from various cultures were not so different at all. The experiences of the participants justified what Kelly (2019) stated about educational tours that benefited the students through providing new opportunities by being exposed to new experiences and learning modalities that can widen their horizons. The tour gave the participants a wider, clearer perspective, and understanding of the history, values, language, and practices of the locals. Next, the participants shared how their characteristics such as being independent, being more curious, and adaptable to their surroundings were enhanced during the tour. A sample answer by a participant from BTM33 said:

"I think it helped and I would probably bring it in the future, the adaptability among the cultures where we were not used to that kind of culture which is another positive trait that I could bring as a tourism student. Because you learn to be flexible among other races. For example in Taiwan their language and then their food. To be honest it's not pleasant to smell their food."

Throughout the tour, the participants were able to develop certain characteristics within themselves such as having a sense of responsibility, confidence, and motivation. Being on educational tours provides opportunities for students to responsibly act on their own which also helps them to be independent while socially interacting with different people outside their comfort zone. This highlighted the statement of Frost (2020) in which he stated that social interaction allowed students to develop self-control during educational tours since the setting is unusual to their learning environment. The participants' experiences on the tour gave way for them to enhance their characteristics as a person, tourists, and students at the same time.

Influence of Social Interaction among Peers

Participants shared their experiences along with their peers (classmates/professors) and explained how they influenced their behavior throughout the tour. First, they discussed how they felt comfortable and safe with their peers during the tour. A participant from BTM33 said:

"...it made me feel at ease that you're with your own people because of course, you're in a different country. So, of course, you would be interacting with different people. So, being with your peers or with someone you know, it makes you really feel at ease and you would be able to enjoy the country itself."

As defined by Anjalmoose & Aramugan (2018), socio-cultural is the understanding of certain situations, social, and cultural factors that affect the individuals' thoughts, feelings, and behavior. Related to that statement, the participants felt a sense of comfort and safety from their peers despite being away from their comfort zone. Having someone on their side that speaks the same language also gives the participants a feeling of comfort. The mutual engagement of people in a coordinated effort to solve a situation together plays a critical role in the increasingly complex, linguistically diverse, and interconnected world. In particular, being able to communicate in the same languages provides a critical platform for facilitating situation assessment among members (Yow & Lim, 2019). Second, the participants expressed how their peers influenced their interests and decisions during the tour. A participant from BTM34, who was also a first-time international traveler, said:

"My peers, I think it affected my behavior during the tour in terms of we depend on each other's interest that we always want to go to places where we think we'd enjoy our time spending with. Because for me, the Taiwan tour was my first experience internationally so I depended on my peers since I don't have any experience internationally. For instance, my friends became the leader and I followed their interests."

Numerous social influences thoroughly mold the experiences and choices of students (Thoman et al., 2019). Due to differing interests, the participants had found new interests or dislikes from their peers particularly during the free day where the participants got to choose and decide on their itinerary for that day. Some participants didn't have experience traveling internationally before the Taiwan tour, therefore they solely based their decisions on the interests of their peers as they saw their peers as people who are experienced in an international setting. In this way, the participants gained knowledge from their peers by acquiring new information on how to navigate foreign countries on their own, which agreed with what Tiwari (2021) stated in socio-cultural theory that learning happens during an interaction between people.

B. Challenges Encountered in Taiwan Tour

The second objective of the study was to identify the challenges encountered by the students during the Taiwan tour. The participants discussed the challenges they encountered, what caused them, and how they were able to handle them. The most common challenge they encountered was the language barrier and miscommunication with the locals. A participant, who was from BTM32, said:

"I believe that language barrier is one of the challenges that I have encountered during the Taiwan trip especially since the locals that we have encountered or met face to face has minimal knowledge about the English language, so it somehow affected my learning experience since I get to see firsthand the importance of researching about the place before visiting it and somehow learned more about their communication patterns. It helps that you have a minimal, even just a minimal background on what their language and gestures, especially Taiwanese people are more on gestures whenever they don't understand some things. I based it there, we based it there and we used sign language."

Although English is a mandatory subject throughout the education system of Taiwan, many Taiwanese have little or no chance to practice their English outside of school (McEneaney, 2019). Most of the participants had a hard time communicating with the residents during the tour when they were buying a product, riding any type of transportation, seeking help, or simply asking for directions. The participants handled the situation by understanding, adjusting themselves to the locals, and using translation applications to help them overcome the language and communication barrier between them and the residents. Through these experiences by the participants, they were able to realize the importance of learning other languages when traveling aside from the English language. The second challenge that the participants most commonly encountered was the lack of time in certain attractions. A participant from BTM34 shared his experience regarding this challenge and said:

"...the schedule was not followed. We were the only bus that was left so the tendency is that, instead of being able to enjoy the next attraction we were not able to do so since the attraction is already closing."

In an environment whose time constraints exist, individuals tend to have a strong consciousness about time concentration which resulted in experiencing negative effects (Hu, 2019). The participants encountered this challenge due to conflict of interests between them and poor time management of some individuals. The lack of time in an attraction was seen as a challenge because it affected the learning capabilities of the participants in terms of not being able to grasp the needed information that the attraction offers. The participants were not able to handle this challenge since time is ineluctable, therefore they could not do anything but deal with their loss. The third challenge that was commonly encountered by the participants was the unfamiliarity and misinformation of the place despite having maps and navigational applications as their resources. A participant from BTM32 said:

"...another is the unfamiliarization of the place even with having a map it doesn't help much especially when you are already in the country. It seldom causes getting lost and sometimes the data that is being given by the apps such as Google is unreliable. We were not able to handle it but we just took it as an experience. We just went to places around that area and it somehow turned out good because we discovered new places that were not on the internet but very rich in culture."

In this world full of smart technologies, being lost may seem like a minimal problem until you find yourself disoriented in another country. Finding their way to their target tourist destinations particularly during their free day was challenging. Getting lost could be something as simple as having crossed the road when one should not, riding incorrect transportation headed in the wrong direction, or it could be all of the above (Hana, 2019). The participants were able to handle this challenge by using their data or the internet to search for the directions they were headed to. Concerning this challenge, a participant from the same section added:

"Before going to Taiwan, we looked for different tourist attractions that we want to go on a free day and then there is one advertised... Can I say like it's advertised on Klook when we were looking? Then when we went there, the place changed already like the attraction itself was already gone. So we had a problem because, of course, it was planned so it was hard for us since we were in a foreign country. We were not familiar with everything so right then and then, we looked for alternative spots to replace that destination."

Extensive research before traveling can affect how the new country receives a tourist. In doing so, it will give the tourist more information and a better understanding of the country. Expectations will be set on which places to anticipate and maximize and which ones to avoid (Andre, 2020). Some information that was gathered by the participants regarding some tourist attractions that they wanted to visit was unreliable, which resulted in their itinerary being ruined and their time being wasted. Their expected learnings to gain in their desired destinations and attractions were compromised due to misinformation. The participants were able to handle this challenge by coming up with new itineraries that were near the location of the closed attraction. The challenge brought confusion among the participants but it served as a learning experience for them on how to be observant in their surroundings and as well as being responsible tourists in a foreign country.

C. Taiwan Tour Objectives

The third objective of the study was to determine if the Taiwan tour objectives given by the department were met by the students. There were three tour objectives given and these are; (1) to evaluate the tourism resources of the destination, (2) to evaluate the management of the destination, establishments, and facilities, and (3) to demonstrate the Lasallian values while in an off-campus activity. For the first tour objective, the participants were able to observe and evaluate the preservation of tourism resources and how well-maintained the tour destinations in Taiwan are. A participant from BTM34 said:

"I assessed the destinations in Taiwan by checking if it is well maintained and if the temples are being preserved properly. When your goal is to properly preserve a destination it should also be supported and backed up by the government itself. Since this is evident in the destinations that we visited, it simply means that their government knows their priorities in terms of the tourism industry."

Evaluating tourism resources in a certain destination is one of the important steps in distinguishing and discovering its potential. From the participants' discussions, it was evident that they were able to evaluate the tourism resources of Taiwan during their tour in terms of attractions, the destination itself, and the services. The participants were able to realize the importance of the preservation and maintenance of tourism resources as well as the support of their local government as it gave Taiwan an edge in their Tourism industry. The participants also discussed how relevant the Taiwan tour was in their classroom learning. A participant from BTM32 said:

"One of the major subjects that semester is the Asia Pacific wherein most of the discussions are about countries located in that region especially Taiwan. Seeing the tourism resources in person made our classroom discussions relevant. Good thing that it was discussed before the educational tour. Among the destinations that we visited, the Sky Lantern was the most iconic. Though their natural resources can also be found in other nearby countries, the difference is they were able to show their identity as a country through their resources."

Li & Liang (2020) stated that students who experienced quality educational tours that were related to their chosen degree had a great effect on their learning satisfaction and effectiveness. The participants were able to prove the statement from Li & Liang (2020) and agreed that all the attractions they visited and activities that they did in Taiwan were relevant and were in line with the major subjects they had back then such as Asia Pacific, Multicultural Diversity, Sustainable Tourism, and others. Educational tours are a great tool for experiential learning. It is not just to let students go out of the classroom but to immerse themselves with the classroom learning they had in an actual setup. This boosts their interest in the subjects they are taking. Engaging while learning makes students more attentive than just learning from inside the four walls of the classroom (Davis, 2019). Experiencing firsthand the culture of other countries made the participants' classroom learning more effective and understood the importance of the major subjects that are being taught to them as tourism students as they were able to apply it in an actual setting. It helped the participants to actively participate in their classroom discussions because they had their basis, opinions, and their own experiences on such topics. For the second tour objective, the participants were able to observe and evaluate the management of Taiwan's tourism resources in handling the tourist destinations, establishments, and facilities. A participant from BTM32 said:

"...they really invested in having a budget for their tourism, compared to the Philippines. I feel like our effort is really lacking when it comes to willingness in putting money into our own tourism industry. One thing also is that Taiwan has strong control over its tourism establishments and destinations. Here in our country, it is also somehow like that but there are only a few that are being protected, and the rest are being deprived to the point that it is already hard to revive."

Students who joined educational tours in a foreign country allowed them to compare, evaluate, and see the difference in the management of the tourist destinations, establishments, and facilities from their own country to the country that they had visited. The participants were able to observe the strict implementation of rules and regulations on the tourist attractions, establishments, and facilities to maintain discipline among the tourists within a certain attraction. The participants were able to compare the management of Taiwan in terms of its tourism resources to the Philippines. These observations could serve as an example for the participants to apply in their home country and once they started working in the tourism industry. For the third tour objective, the participants shared their experiences on how they were able to apply the Lasallian values and explained their relevance during the educational tour. A participant from BTM32 said:

"...first on the spirit of faith, since we are in another country and we are unfamiliar with the culture and we don't know anyone from there it would test our faith and ask for guidance from the Lord while we are in a foreign country. The second is the zeal of service. I was able to apply this through my fellow batchmates by giving them information that they might need in going to attractions that we've been to. Lastly is the communion in mission, I became open to a new culture and open to interacting with other people. We didn't become biased in choosing who to talk to and we were open to every interaction that may happen during the tour."

Lasallian students were always reminded to apply the three Lasallian core values not just inside the campus but also when they are outside the school premises. The participants were able to demonstrate the Lasallian values in an off-campus activity through practicing the three core values which are the spirit of faith, zeal for service, and communion in mission that are fundamental for the students' Lasallian identity. The participants became open to experiencing new cultures and interacting with locals. The participants also stressed the relevance of practicing the Lasallian values during Educational tours. A participant from BTM32 said:

"...it is very important because we are using and carrying the name of our school every time that we go out or have an educational tour. Because what we do will reflect on how our school teaches the students."

The participants felt that it was important to behave in the best way because they are not only representing themselves as an individual but also the name of the university on their behalf. They also saw that it was not only relevant for the Lasallian community, but also a Filipino citizen.

V. CONCLUSION

This chapter, included the findings, concluding statement, and recommendations proposed for the enhancement of educational tours in DLSU-D. For the first objective, the study was able to determine the positive and negative socio-cultural impacts of tourism in Taiwan and how it affected the learning experience of the tourism students. According to the participants' answers, it identified the positive socio-cultural impacts such as the preservation of cultural and heritage sites, the diversity among the people in Taiwan, and the exchanging and sharing of culture between the locals and tourists.

The negative socio-cultural impacts, misunderstanding, and conflict between the Taiwanese and students and the gradual change in their cultural identity and behavior of the Taiwanese people were identified. Through these impacts, the effects on the learning experiences of the students were determined. They gained knowledge and at the same time, it enhanced their characteristics during the tour. In addition, the students' social interaction among their peers was also determined in this study. Their peers provided them comfort and security, influenced their decisions, actions, behavior, and interests which developed their characteristics. The second objective identified the challenges that the students encountered during the tour. These challenges were the language barrier between the Taiwanese and the students, lack of time on certain attractions, the unfamiliarity of the place where students ended up being lost, and misinformation in certain tourist attractions. Lastly, the tour objectives given by the department were met by the students as they evaluated Taiwan's tourism resources, the management of Taiwan's tourist destinations, establishments, and facilities, and the students demonstrated the Lasallian core values while in an off-campus activity.

The study concluded that students who joined educational tours are likely to learn more effectively by being engaged in real-life situations and scenarios. The concepts and theories that they learned in their classrooms were applied in an actual setup. The Taiwan tour served as an opportunity for the students to widen their perspective and knowledge regarding the socio-cultural impacts of tourism in another country. This led to the comparison and contrast of the differences in the socio-cultural impacts of tourism between the Philippines and Taiwan. The students were able to learn through observing and experiencing firsthand the culture, tourism management, and practices of Taiwan which they can apply and adapt as the future workforce of the tourism industry. Although challenges are inevitable during educational tours, the study also concluded that students being with their trusted peers in an international tour helped them to overcome the unexpected challenges that they encountered. Lastly, the study concluded that the tour objectives given by the department were relevant to students' learnings because they gave them a glimpse of the important aspects that should be observed during the tour.

The recommendations constructed by the researchers were based on the experiences, challenges encountered, and suggestions of the participants. To resolve the challenge regarding the language barrier, it is recommended to the Tourism Management Department that they ensure foreign language subjects must be in line and taken before joining any international tours. This will provide students to learn the basics of the local language of the destination that would help them communicate with the locals. Through this, it will minimize the language barrier and miscommunication between the locals and students. In terms of the tour's itinerary, it is recommended to have an extension in the number of tour days to avoid congestion of tour activities in a day and lack of time in certain tourist attractions. Having more time would help students to obtain and absorb more knowledge about the destination and attractions that they will visit. It is also recommended to involve the students in choosing the tourist attractions in the destination to prevent unfamiliarity and misinformation about the place. This will allow the students to have a voice in the decision of which attractions should be included in the tour itinerary that interests them. In addition to that, it will encourage the students to search for information about the target attractions beforehand. Furthermore, the researchers highly recommend including engaging activities in Taiwan that are rich in cultural experiences such as trying out their traditional clothes, making their traditional arts and crafts, and having a more dine-in experience with restaurants that offer local foods and delicacies for the students to be able to immerse themselves and truly experience Taiwan's culture and authenticity. These recommendations will serve as a basis for the Tourism Management Department of De La Salle University - Dasmariñas in the enhancement of educational tours in Taiwan or any other international tours that will be conducted in the future. Lastly, this study is limited to DLSU-D third-year tourism students and this study will serve as a reference for future researchers who will conduct a similar topic. Therefore, the results may be biased. It is recommended to future researchers that will conduct a similar study to choose a different setting and target participants.

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