

Local tour guiding extension activity: Its impact

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Abstract

This study was conducted to determine the impact of local tour guiding extension activity in Ilocos Sur Polytechnic State College Candon Campus. Specifically, it aimed to determine the following: a) profile of respondents along age, sex and educational attainment; b) level of program outputs; c) level of impact; d) problems encountered by the respondents. Descriptive survey method was used and there were 88 respondents. The data gathered were statistically computed and interpreted using Frequency Count, Percentage and Weighted Mean. The following conclusions were drawn; a) most of the respondents are 19-22 years of age, female, college level; b) the level of program outputs of the respondents is very high; c) the level of impact of extension activity along economic aspect is high while social aspect is very high; and d) lack of informative materials is the number one problem encountered by the respondents. The following are recommended: a) the college may consider the distribution of informative materials or any resources as an integral part of extension activities for sustainability; b) the college may conduct testimonial activities such as presentation about the experience of beneficiaries to show awareness of the current status of the community involvement; and c) further studies should be conducted focusing on the other extension activities of the IHTM Department.

Keywords: local guiding, extension activity, impacts

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1. Introduction

Today's demands and expectations in State Colleges and Universities are not solely focused on instruction; but also, the participation in research, extension production, and enterprise development activities. These factors are equally important not only for faculty growth but also for gauging culture, camaraderie and work attitude of members and the college. Commercialization or engaging in business and entrepreneurial activities for the end products of research and research-based extension programs, on the other hand, is also anticipated. Extension is one of the key thrusts of higher education that complements instruction and research. Higher education institutions' community extension services support people with the material, physical, mental, and spiritual dimensions of their lives. It is an instrument that shapes culture and plays an important role in knowledge building. One of the aims of a community extension program is to teach people how to improve their lives, and its effect can be evaluated in terms of behavioral improvements and community development. Extension services help students understand the value of citizenship in a way that traditional classroom instruction cannot. These commitments may also introduce new ideas and viewpoints to the intellectual process, as well as offer academics' work and climate in a broader context. At the same time, members of the public become more informed of related issues and are motivated to make decisions to improve their current situation.

The Commission on Higher Education (CHED) requires Colleges and Universities in the Philippines to provide educational and civic services to the community. Under the CHED Memorandum Order 52, series of 2016, the Commission has recently begun efforts to re-direct extension programs. The new extension policy asserts that HEI's are in a strategic position to work in collaboration with communities, business, and industry to facilitate the transfer of information or technology in specific developmental areas as producers of knowledge or innovation hubs. Community Extension Activities are defined as a "wide-ranging set of activities designed to achieve a sequence of outcomes among targeted clients." A program is defined as more than a single activity. Community Extensions are measured, among other things, as paying attention to the needs of the target respondents and being dedicated to marking participants' learning behavior, numerous activities, and outcomes (Israel, et. al, 2011).

ISPSC's objective is not limited only for providing extension activities, but also conduct evaluation to find out the outcome or effectiveness of the program. Evaluation in extension focuses primarily on assessing a program or activity's merit or worth. It helps determine what works could be improved in a program and be able to assess the strength, weakness, and value of the extension activity. The Extension Services of Ilocos Sur Polytechnic State College (ISPSC) have a profound impact on community development and growth, reaching far beyond the walls of the institution. By focusing on key areas such as agriculture, fisheries, and entrepreneurship, these services have been instrumental in improving livelihoods and driving economic growth and sustainability. However, the ISPSC's commitment to community development is not limited to these sectors alone.

The conduct of any extension activity is not an end but a means to an end. The most important thing to consider is the result of the study. Thus, this had motivated the researchers to study the impact of one of the extension activities of the campus which is the Extension Activity on Local Tour Guiding. The findings of this study will provide an advanced and accurate information on the Impact of Extension Activity of Local Tour Guiding in Ilocos Sur Polytechnic State College Candon Campus which offers the following benefits: a) it will serve as a basis to improve succeeding extension activities of the institution; b) this will serve as a guide to the LGU in the selection of extension beneficiaries; and c) this also provides further understanding, development and innovation of future researchers.

In the realm of higher education, the role of institutions extends far beyond the traditional confines of

classroom instruction and research. Ilocos Sur Polytechnic State College (ISPSC) is a vivid example of this expanded role, particularly through its Extension Services. This department serves as a vital bridge between the college and the broader community, fostering a symbiotic relationship that benefits both parties. ISPSC's Extension Services are rooted in the belief that education should not only be about personal advancement but also about societal improvement. It is this philosophy that drives the college to create and implement programs that directly benefit the community. These programs are designed to address a variety of needs, from providing vocational training to offering agricultural assistance, all with the goal of uplifting the community's economic and social well-being.

Impact assessment is the process of identifying the anticipated or actual impacts of a development intervention, on social, economic and environmental factors (Roy, 2016). The use of impact assessment can be characterized on a scale with 'proving impact' on one side and 'improving practices' on the other (Rijn et al., 2012). It is essential for the organization to evaluate and assess the project that has commended for continuous improvement. Based on the result of the study, it was revealed that there was a positive impact on the beneficiaries, College of International Hospitality and Tourism Management Faculty and students. It is also proven that the livelihood project is effective. Furthermore, it is revealed that the impact of the project is not affected on whether the project is effective. It is suggested that livelihood project and program may be continued since there is a positive impact to the benefactors; however, it is recommendable to fine other beneficiaries and may look for industry partners to have regular customers to ensure sustainability of the project.

The community extension is good on both parties, towards the community and to the students participating. With the use of proper planning and preparation, there would be a successful sustainable community extension that will have a great long-term impact to the society and will be passed from generations to generations (Rubi, 2021, October 27). In the recent study of the Academic Hospital Partnership shows that most of the students are developing various skills and competencies as they can participate in the service-learning project. These projects were geared towards the life skills, career development and creating impact to other's life through collaboration (Krumwiede et al., 2015). Furthermore, Lewis (2018) believes that the most important assets when it comes to community extension are the following: emerging technologies in agriculture; opportunities in urban agriculture; existing facilities and resources; and actively engaged and collaborative citizens.

According to the Impact Study of the Community Extension Programs in a State College in the Philippines (Salazar, 2020) findings revealed that the level of program outputs of the community extension services in terms of skills training, health education, computer literacy, advocacy programs and livelihood programs were satisfactory. Moreover, the economic and social impacts of extension services were likewise rated as satisfactory. The program outputs were also determined in relationship to its social and economic impact. Recommendations to enhance sustain the effectiveness of extension programs were likewise proposed.

Objectives - The main objective of this study is to assess the Impact of the Extension Activity on Local Tour Guiding in Ilocos Sur Polytechnic State College Candon Campus. Specifically, it sought to determine the following: a) profile of the respondents along age, sex and educational attainment; b) assess the level of program outputs; c) determine the economic and social impact of the extension activity; d) identify the problems encountered that inhibit in adopting the technology; e) propose recommendation to enhance the delivery of the extension activity program of the college.

2. Methodology

This study utilized the descriptive survey method of research. It is used to describe and analyze the existing situation about the effectiveness of extension activity conducted by the college. There were 119 attendees of the Extension Activity on Local Tour Guiding at Ilocos Sur Polytechnic State College Candon Campus. However, only the 88 attendees were able to answer the questionnaire. The research tool used in gathering data is a questionnaire adapted from the study of Salazar entitled "An Impact Study of the Community Extension

Programs in a State College of the Philippines”, with some modifications to suit the study. The researchers presented the objectives of the study to the respondents before letting them answer the questionnaire. They also assured that all the data were treated with confidentiality that personal information regarding the respondents will not be disclosed.

3. Result and discussion

Table 1

Profile of the Respondents

		<i>Frequency</i>	<i>Percentage</i>
Age	15-18	18	20.45
	19-22	43	48.86
	23-26	24	27.27
	27-30	2	2.27
	31 and above	1	1.14
Gender	Female	57	64.77
	Male	31	35.23
Educational Attainment	High School Level	14	15.91
	High School Graduate	4	4.55
	College Level	45	51.14
	College Graduate	25	28.41
Total		88	100

Table 1 shows the profile of the respondents. As to age, 43 or 48.86% of the respondents belong to the age bracket 19-22 years old, and one or 1.14% belongs to 31 and above age bracket. It implies that most of the respondents were teenagers. This proves that extension activities allow teenagers to explore their interests, develop new skills, and gain valuable experiences. As to sex, females dominated the males with 57 or 64.77% of the total respondents. This means that females are more interested on tourism activities that can improve their well-being and livelihood opportunities. On educational attainment, 45 or 51.14% are College level and four or 4.55% were high school graduates. This implies that college students are more enthusiastic in community participation than high school students.

Table 2

Level of Program Output

<i>Skills Training</i>		<i>Interpretation</i>
1. The skills learned are effective and in line with current situation/profession.	4.49	Strongly Agree
2. The skills taught helped me increase the level of my revenue.	4.39	Strongly Agree
3. The skills I learned developed my self-esteem.	4.44	Strongly Agree
4. The skills acquired are shared to other people.	4.52	Strongly Agree
5. The skills learned widen my knowledge.	4.65	Strongly Agree
Overall Mean	4.50	Strongly Agree

Table 2 shows that the indicator “The skills learned widen my knowledge” has the highest mean of 4.65 described as “Strongly Agree” while “The skills taught/helped me increase the level of my revenue” has the lowest mean 4.39 and described as “Strongly Agree”. The computed overall mean was 4.50, described as “Strongly Agree”. This means that, the skills training contributed positive outcome to their lives in the sense that they developed their skills within themselves together with other people and extend their knowledge and understanding when needed. This finding contradicts to the study of Olavides et al. (2019) that the beneficiaries were unsure about whether the extension operations had improved their living conditions, increased their income, or reduced their poverty.

On Economic Impact, the indicator “Improved my economic status” has the highest mean of 4.35 described as “Very High” while the lowest indicator is “Helped me buy appliances, gadgets and other tangible assets” with a mean of 4.01 described as “High”. The overall mean is 4.18 and described as “High”. This implies that there is economic impact brought by Extension Activity for Local Tour Guiding which helped them to be productive and brought development in to their resources. This conforms to the findings of Abrea (2017) on the

livelihood programs conducted to its beneficiaries who strongly agreed that the Badjaos as beneficiaries are capable of applying the skills learned on such extension services. This is assessed through practical tests or observations to determine if the beneficiaries have indeed learned and can apply the new skills through level of skills acquisition, level of self-efficacy, level of economic impact, and level of sustainability. These are the measures on how the community extension program affects the standard of living of the beneficiaries. Many of them were able to improve their living condition as a result of income generated from the employment after they availed of the training programs conducted by the College.

Table 3.1*Levels of Impact along Economic Aspect*

Indicators		Interpretation
1. Enabled me to find a good job and become employed.	4.20	High
2. Helped me make greater income.	4.15	High
3. Helped me improve facilities in my house as a result of my income.	4.18	High
4. Helped me buy appliances, gadgets, and other tangible assets.	4.01	High
5. Improved my economic status.	4.35	Very High
Overall Mean	4.18	High

Table 3.2*Level of Impact along Social Aspect*

Indicators		Interpretation
1. Helped me to become more productive and make right decisions.	4.55	Very High
2. Awakened the spirit of volunteerism in me and shared the skills I learned to other people.	4.44	Very High
3. Helped me boost my self-esteem, confidence and how I view myself.	4.46	Very High
4. Established camaraderie along with other beneficiaries.	4.35	Very High
5. Helped me to improve my communication and social skills.	4.70	Very High
Overall Mean	4.50	Very High

Table 3.2 On Social Impact, the indicator “Helped me improve my communication and social skills” has the highest mean 4.70 as “Very High” while the indicator “Established Camaraderie along with other beneficiaries” has the lowest mean of 4.35 as “Very High”. The computed overall mean was 4.50 as “Very High”. This means that Extension Programs on Local Tour Guiding developed the way people interact to other people in positive manners. It affirms to the findings of Supena et al., (2021) that communication skills are vital in learning because they allow students to explain their learning results and attain effective learning outcomes. These extension activities further developed them into more self-reliant and decisive residents of their respective communities with the objective of honing them to become socially responsive people of the country.

Table 4*Problems Encountered by the Respondents*

	Frequency	Percentage
1. Financial Problem	42	47.73
2. Lack of Time	19	21.59
3. Lack of Informative Materials	50	56.82

Table 4 shows the problems encountered by the respondents. The table reveals that most of the respondents answered that the Lack of Informative Materials is the number one reason why they are not yet utilizing/practicing what they acquired. The second problem encountered is Financial Problem and lastly Lack of Time. This means that conducting extension activity requires resources, money, and time. This agrees to the study of (Hasan et al.,2019) in which they found out that raw materials shortage, time and financial difficulty cause significant problems to the organizations in terms of production loss, property loss, monetary loss and above all business loss.

4. Conclusions and recommendations

Based on the findings, the following conclusions were drawn: Most of the respondents are 19-22 years of age, female, and College Level; the level of program outputs of the respondents is Very High. The level of

impact of the extension activity along economic aspect is High while along social aspect is Very High. Lack of Informative Materials is the number one problem encountered by the respondents. Based on the findings and conclusions, the following recommendations are made: The college may consider the distribution of informative materials or any resources as an integral part of extension activities for sustainability. The college may conduct testimonial activities such as presentation about the experience of beneficiaries to show awareness of the current status of the community involvement. Further studies should be conducted focusing on the other extension activities of the IHTM Department.

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