



PROJECT EDUCATE (EDUCATIONAL AGRI-TOURISM EXPO) AND ITS PERCEIVED SIGNIFICANCE TO INSTRUCTIONAL LEADERS

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**Project EDUCATE (Educational Agri-Tourism Expo) and
Its Perceived Significance to Instructional Leaders**

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Abstract

The study aims to evaluate the experience of instructional leaders who attended the educational Agri-tourism expo of Sindangan National Agricultural School. Sixty instructional leaders who joined the Agri-tourism tour reported their satisfaction level with the event via the QATAME link. The questionnaire also includes the respondents' demographic profile. Findings revealed a high satisfactory rate for Project EDUCATE based on the following indicators: Skills demonstration, Agri-crop production, entrepreneurial activities, and physical and visual ambiance of the event, which have garnered a weighted mean of 4.576, 4.630, 4.593, and 4.531, respectively. The researcher also looked into the relationship between variables among the demographic profile. The chi-square test revealed a significant relationship between the educational attainment of the respondents and Project EDUCATE. The higher their educational attainment, the more they understand and appreciate the said project. Overall, the respondents perceived Project EDUCATE moderately significant as a qualitatively educational and relevant Agri-Tourism activity that promotes technological advancement and sustainability in the school and in the community.

Keywords: *Agri-tourism; Farm sites; School farm tourism*

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To the different Instructional leaders who have attended and answered the questionnaire honestly, thank you so much for taking your time and enjoying the event with us.

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Finally, I wish to thank my husband and children for being my constant strength in pursuing every time I almost wanted to quit due to heavy workloads and to the omnificent God whom I always turn to whenever my heart and mind is weary I thank you Lord for everything.

Introduction

Agritourism has been around in the Philippines since the 1990s, despite not being formally created at that time. The Philippines Department of Tourism (DOT) and the United Nations Development Programme (UNDP) developed the Philippine Tourism Master Plan (TMP) in 1991 with the goal of expanding tourism in a sustainable manner for the environment. The Philippines, a tropical country with a plethora of natural resources, biological diversity, and a rich cultural heritage, is well-positioned for agritourism. The Agricultural Tourism Development Act of 2016, or Republic Act 10816 (R.A. 10816), is a national legislative action that was passed in the Philippines that creates a wide framework for the development and marketing of agricultural tourism in the country. Farm tourism is the process of drawing tourists and visitors to agricultural regions for reasons of production, education, and recreation. Any agricultural or fishery-based activity is included for the benefit of farm visitors, tourists, farmers, and fishermen who wish to learn about farming and related activities. It also provides access to family vacations and a place for outdoor leisure.

Through the subsequent publication of R.A. 10816 encouraging sectoral expansion, the country formalized industry participants and set standards for the farm tourism sector. Such initiatives have been noted, particularly in the Luzon region. For instance, Biscocho Integrated Organic (BIO) Farm and Training Center Inc., St. Isidore “The Farmer” Learning Center Inc., Daily Bread Organic Farm, EDL Agritourism Farm Inc., and Villegas Agritechural Farm and Training Center Association Inc.

The travel industry views farm tourism as a means of dispersing travelers outside of the gateway cities (Ollenburg, Claudia, and Ralf Buckley 2007, 444-452). With low agricultural outputs and students’ interest in agriculture, the researcher draws relevance for the Educational Agri-tourism Expo. As a diversification strategy to supplement learners’ interest and know-how on technical vocational education. Students and instructional leaders’ lack of enough skills, training, and interest serves as the major drawback for schools in advancing to a well-developed school farm tourism. Educational Farm tourism has gained popularity as an educational and interactive experience for students to learn about sustainable agriculture. (Petroman et al. 2016, 88-93).

Sindangan, as a municipality in Western Mindanao is blessed with vast farmlands and productive fishing grounds. Given that farming is seen as a fundamental component of Filipino culture, particularly in Sindangan, it can be developed into an Agri-tourism activity with ease. With this view, the Sindangan National Agricultural School (SNAS) came up with an educational Agri-tourism expo to feature a range of learner-specific services and a combination of production on agricultural products showcasing the different areas of specialty a learner can develop with the aid of the latest technology in farming, processing agricultural products, and raising farm animals coupled with tourism will result in a benefit of inclusive growth and efficient use of the instructional leaders’ Technical Vocational Education know-how and best practices.

SNAS as a model school in Technical Vocational Education in the Division of Zamboanga del Norte particularly in Agricultural specializations, aims to be a New Haven as a tourism destination not only in the municipality of Sindangan, but also in the Zamboanga Peninsula region to cater for tourists who would want to learn and experience the school’s diversified farming programs and latest technologies in food processing and observe how the school applies agri-business and entrepreneurship in its operation as an Agri-tourism school.

Literature Review

The Republic Act 10816, a national legislative legislation, provides a broad framework for the development and promotion of farm tourism activities in the Philippines. Twenty to thirty percent of all tourism in the Philippines is related to agriculture tourism (Padin 2016, 77-95). Farm tourism already has economies as essential elements and productive variables without changing the farm's aim (Veeck, G., Che, and Veeck, A. 2006, 235-248). As the government works to expand the agricultural tourism industry, more opportunities for nearby farmers to boost their earnings and diversify their holdings become available.

In addition to offering the country new vacation spots, farm tourism supports agricultural farms and gives farmers a marketplace for their products. Agri-tourism has the potential to remove farmers from isolation and offers the opportunity to build Agritourism is a form of recreation taking place in rural agricultural areas based on accommodation facilities and social skills and a beautiful, well-kept farm are two assets that are crucial for the success of agritourism and can make farms more desirable tourist destinations. It has been demonstrated that agritourism can aid rural communities in producing economic impacts (such as job openings, additional money, and retail expansion), recreational effects (such as improved mental and physical health), and educational effects (such as teachings about the village's culture and legacy). There are many opportunities to learn about agricultural methods in the provision of education or cultural events in rural areas (of crops, fruits, and vegetables) and manufacturing of agricultural products, demonstrating the significance of rural cultural heritage to agritourism. Agricultural tourism is defined by the University of California-Davis Small Farm Centre as the practice of visiting a farm or operation and actively participating in its operations (Blacka et al. 2009, 1).

Through a range of service initiatives, including farm demonstrations, harvest festivals, farm vacations, school group tours, hayrides, pick-your-own crop harvests, bed and breakfasts, campgrounds, crop mazes, and a host of other goods and services, agricultural tourism enables farm operators to enhance their revenue. These services can be adjusted for particular seasons in order to support agricultural output (Blacka et al. 2009, 1). For students majoring in agriculture, the educational agritourism activities aim to provide a comprehensive understanding. Additionally, by gaining a deeper comprehension of rural living, students may be inspired to preserve and uphold agricultural customs and culture (Petroman et al. 2016, 88-93).

Research Questions

The study aimed to evaluate the perceived significance of instructional leaders in Project EDUCATE of Sindangan National Agricultural School.

Furthermore, the researcher sought to answer the following questions:

1. What was the demographic profile of the respondents of Educational Agri-Tourism Expo in terms of:
 - 1.1 gender?
 - 1.2 educational Attainment?
 - 1.3 place of residence?
 - 1.4 physical and visual ambience of the expo?
2. What was the level of satisfaction of the respondents with regards to the following, project objectives:
 - 2.1 Skills demonstration?

- 2.2 Showcase of Agri-Crop Production?
- 2.3 Entrepreneurial Activities?
- 2.4 Physical and Visual ambience of the expo.?
- 3. Was there a significant relationship between the respondents' demographic profile and their perceived level of significance of Project EDUCATE in terms of:
 - 3.1 gender?
 - 3.2 educational Attainment?
 - 3.3 place of residence?
 - 3.4 physical and visual ambience of the expo?
- 4. What was the overall perception of the respondents on the implementation of Project EDUCATE?

Scope and Limitation

A set of questionnaires was administered to instructional leaders who benchmarked the Educational Agri-Tourism Expo held at Sindangan National Agricultural School on May 25, 2022, School Year 2021-2022. A 5-point Likert Scale Project EDUCATE Questionnaire was used for 60 respondents at the event. The researcher would determine the gender, educational attainment, place of residence and the level of satisfaction with regards to the project objectives. The researcher identified the overall perception of the success of the event and the attainment of the project objectives.

Method

Research Design

The study utilized a quantitative-correlation research design to measure the relationship between the level of satisfaction with the attainment of the project's objectives, the perceived level of significance of the event, and the overall perception of the project's implementation.

Research Participants

The respondents of the study were 60 instructional leaders who were invited to attend the 4th Industrial Agri-Trade Expo. After the event, they were given a questionnaire Qatame link to describe their experiences during the event and evaluate the significance of the event.

Research Instrument

The data was collected using a 5-point Likert Scale Project EDUCATE Questionnaire that was distributed to the 60 instructional leaders who were the attendees of the said event. The questionnaire consists of questions on demographic profiles and five questions related to each of the project objectives. The researcher-made instrument was examined and validated by two research experts and a Tech-Voc master teacher.

Data Gathering Procedure

The researcher can assure the general public that the safety and security of the participants are prioritized and with keen consideration of the on-going pandemic. No

students were harmed, traumatized, or threatened during the conduct of the study. All data gathered during the study will be kept strictly confidential in adherence to the Data Privacy Act. Participation in this study is voluntary and a short debriefing was also conducted informing them of the purpose of this research.

Data Analysis

The data collected were analyzed using the chi-square test. The researcher reported the percentage of attendees based on their gender, educational attainment, and type of residence. The researcher analyzed the weighted mean of the degree of satisfaction per each project objective. Lastly, this study also reported on the attendees' overall perception of the successful implementation of the Project EDUCATE.

Results and Discussion

The responses of the respondents from the questionnaires were tabulated and analyzed using statistics and interpreted.

Table 1: Profile of Project EDUCATE Respondents in terms of Gender

Gender Total	Frequency	Percent 100.00	Cumulative Percent
Male	28	43.75	43.75
Female	36	56.25	100.00
Total	64	100.00	100.00

Table 1 exhibits the profile of the project EDUCATE respondents in terms of Gender. The table shows the gender bracket, corresponding percentage, and commutative percentage. Twenty-eight (28) or forty-three and 75/100 percent (43.75%) of the respondents were male. Thirty-six (36) or fifty-six and 25/100 percent (56.25%) of the respondents were female. Most of the Project EDUCATE respondents were female.

Table 2: Profile of Project EDUCATE Respondents in terms of Educational Attainment

Educational Attainment Total	Frequency	Percent 100.00	Cumulative Percent
College Degree	10	15.62	15.62
Master's Degree	26	40.62	56.24
Doctoral Degree	28	43.75	100.00
Total	64	100.00	100.00

Table 2 presents the profile of the Project EDUCATE respondents in terms of educational attainment. The table shows the educational attainment bracket, corresponding percentage, and commutative percentage. Ten (10) or fifteen and 62/100

percent (15.62%) of the respondents were college degree holders. Twenty-six (26) or forty and 62/100 percent of the respondents were master's degree holders. Twenty-eight (28) or forty and 75/100 percent of the respondents were doctoral degree holders. Many of the respondents were doctoral degree holders.

Table 3: Profile of Project EDUCATE Respondents in terms of Place of Residence

Place of Residents	Frequency	Percent	Cumulative Percent
Total		100.00	
Rural	55	85.93	85.93
Urban	9	14.06	100.00
Total	64	100.00	100.00

Table 3 presents the profile of the Project EDUCATE respondents in terms of place of residence. The table shows the educational attainment bracket, corresponding percentage, and commutative percentage. Fifty-five (55) or eighty-five and 93/100 percent (85.93%) of the respondents were living in a rural area. Nine (9) or fourteen and 6/100 percent (14.06%) of the respondents were living in an urban area. The majority of the respondents were living in rural areas.

Table 4: Satisfaction Level of the Project EDUCATE Respondents with Regards to the Students' Skills Demonstration.

Indicators	Weighted Mean	Verbal Description
The laboratory set- up is conducive to skills demonstration.	4.578	Highly Satisfied
Learners are using complete PPE (Personal Protective Equipment)	4.468	Highly Satisfied
The learner is knowledgeable about what he/she is doing	4.562	Highly Satisfied
Proper tools and equipment are used appropriately during the skills demonstration	4.656	Highly Satisfied
Appropriate skill is delivered by The learners as needed	4.609	Highly Satisfied
OVERALL WEIGHTED MEAN RATING	4.5746	Highly Satisfied

Table 4 displays that the respondents express a high level of satisfaction with Project EDUCATE as reflected by the highly satisfactory result in the project objective skills demonstration with an overall rating of 4.5746. The respondents were satisfied because the project displayed a conducive laboratory set-up, and learners were knowledgeable and skilled enough in their respective fields by using proper tools and equipment appropriately during the event and wearing complete PPE during the entire process. Technical Vocational Education (TVE) is acknowledged as the branch of

education that results in the development of applied and practical skills necessary for its graduates to obtain employment in a certain field. These abilities must be developed in a well-established, operational workshop with the appropriate machinery, equipment, and tools for the program's successful execution (Audu et al. 2013, 74-78).

Table 5: Satisfaction Level of the Project EDUCATE Respondents with Regards to the Showcase of Agri-Crop Production.

Indicators	Weighted Mean	Verbal Description
	4.671	Highly Satisfied
A variety of crops is strategically planted.	4.671	Highly Satisfied
Agricultural technology is evident in the process of planting the different crops.	4.625	Highly Satisfied
The plots are neat to look at and are well-maintained.	4.609	Highly Satisfied
The plot watercourse is properly maintained.	4.578	Highly Satisfied
OVERALL WEIGHTED MEAN RATING	4.6308	Highly Satisfied

Table 5 shows that the respondents express a high level of satisfaction with the project educates' objective showcase of Agri-crop production, reflecting a highly satisfactory result with an overall rating of 4.5746. The respondents were satisfied due to the strategic location of the demo farm located inside the campus displaying a variety of crops impressively and using the latest agricultural technology during the planting process. Moreover, the plots and the plot watercourse were also observed to be neat, well-maintained, and properly managed, as evidenced by good farming methods.

The act of drawing tourists or travelers to a location or region mainly utilized for farming is known as agritourism. It is provided for fun or instruction on working farms and other agricultural environments. This tradition has served as a means of education and amusement, helping people to appreciate and comprehend farm life (Silos, Diaz, and Jalandoni 2022, 2).

Table 6: Satisfaction Level of the Project EDUCATE Respondents with Regards to the Events' Conduct of Entrepreneurial Activities.

Indicators	Weighted Mean	Verbal Description
The display center is accessibly located.	4.64	Highly Satisfied
The display center atmosphere and decor is appealing.	4.593	Highly Satisfied
A good selection of products is displayed	4.578	Highly Satisfied
The products displayed are a good value of money.	4.593	Highly Satisfied
The learner-entrepreneurs are knowledgeable in marketing their products	4.562	Highly Satisfied
OVERALL WEIGHTED MEAN RATING	4.5932	Highly Satisfied

Table 6 shows that the respondents express a high level of satisfaction with Project EDUCATE as reflected by the highly satisfactory result in the project objective entrepreneurial activity with an overall rating of 4.5932. The respondents were satisfied because the display center was observed to be accessible to the respondents and appeared to have a good atmosphere with appealing decor that displayed a good selection of products. Likewise, the learner-entrepreneurs are well knowledgeable in marketing the displayed products that were all a good value for money. Through a range of service initiatives, including farm demonstrations, harvest festivals, farm vacations, school group tours, hayrides, pick-your-own crop harvests, bed and breakfasts, campgrounds, crop mazes, and a host of other goods and services, agricultural tourism enables farm operators to enhance their revenue (Blacka et al. 2009, 1).

Table 7: Satisfaction Level of the Project EDUCATE Respondents with Regards to the Physical and Visual Ambience of the Event

Indicators	Weighted Mean	Verbal Description
There is an information desk and event brochure available for guests.	4.531	Highly Satisfied
The Agri-tourism expo is fun, engaging and educational for both learners and guests.	4.531	Highly Satisfied
The cost of visiting the place is reasonable.	4.531	Highly Satisfied
The event has visible first aid facility.	4.437	Highly Satisfied
The event is worth to do every year.	4.625	Highly Satisfied
OVERALL WEIGHTED MEAN RATING	4.531	Highly Satisfied

Table 7 shows respondents' high level of satisfaction with Project EDUCATE in the aspect of physical and visual ambience, with an overall rating of 4.531. SNAS and Project Educate were able to show off a well-maintained environment and beautifully landscaped areas, which greatly contributed to this overall impression. Having an information desk and event brochure readily available upon registration also earned positive feedback. The low-cost travel expenses and accessibility of SNAS have made the visiting experience convenient and enjoyable. Hence, the surrounding and environmental attributes of an agritourism destination affect the experience of its visitors. This result is consistent with the survey result that finds visitor experiences are influenced by visitor's unique expectations and evaluation of an agritourism destination (Crotts, Pan, and Raschid 2008, 462-470). Furthermore, visitors also pay attention to certain amenities and services they find particularly important to their visit. The freshness of the farm's or business's products, on-site facilities, sufficient parking, learning about how items are grown or made, and easy access to transportation are some of the most crucial services or amenities (Jenson et al. 2005, 48).

Table 8: Project EDUCATE Significant Relationship Between the Respondent's Demographic Profile and their Perceived Level of Significance in terms of Educational Background

	Chi-square test	Df	Probability value at 0.05 level of Asym. Sig	phi	Decision
College Graduate	28.277	8	15.507	1.373014828	Significant
Doctoral Degree					
Master Degree					

Table 8 shows that there is a significant relationship between the educational attainment of the respondent and the perceived level of significance of Project EDUCATE. Chi-square test revealed a p-value at 0.5 level of uncertainty yielded 15.507, which means that there was a significant relationship between PROJECT EDUCATE and respondents' demographic profile and their perceived level of significance in terms of educational background. Hence, it seems that the higher the educational attainment of the respondent, the higher the level of appreciation of the significance of the event. This is consistent with the researcher's real observations of vocal compliments from attendees of the event. It would be appropriate to incorporate a level of appreciation as an additional variable in the ensuing investigation going forward.

Table 9: Project EDUCATE Significant Relationship Between the Respondents' Demographic Profile and their Perceived Level of Significance in terms of Gender

	Chi-square test	Df	Probability value at 0.05 level of Asym. Sig	phi	Decision
Male	1.95	4	9.48	0.4479	Not Significant
Female					

Table 9 shows that the relationship between the respondent's perceived levels of significance and demographic profile in terms of gender is not significant. The Chi-Square Test disclosed a p-value at 0.05 level of uncertainty yielded 9.48, showing no significant evidence of a relationship. Hence, there was no significant relationship between the respondent's levels of perceived significance of PROJECT EDUCATE and demographic profile in terms of gender. Furthermore, it suggests that gender alone will not matter in getting the overall perception of the significance of the event.

Table 10: Project EDUCATE Significant Relationship Between the Respondent's Demographic Profile and their Perceived Level of Significance in terms of Place of Residence

	Chi-square test	Df	Probability value at 0.05 level of Asym. Sig	phi	decision
Rural	3.311	4	9.48	0.5754	Not Significant
Urban					

Table 10 shows that the place of residence factor in determining the relationship between the respondent's perceived level of significance on the project is not significant. Chi-Square Test disclosed a p-value at 0.05 level of uncertainty yielded 9.48, showing no significant evidence of a relationship.

While location can certainly shape perspectives due to local culture, accessibility, and familiarity with agriculture, the perception of the event's significance is influenced by a spectrum of factors. Thus, the respondents' place of residence is just one element and not sufficient on its own for determining the overall perception of the perceived significance of Project EDUCATE.

Table 11: Overall Perception of the Respondents on the Implementation of Project EDUCATE

Indicator	Weighted Mean	Verbal Description
I perceived Project EDUCATE as qualitatively educational and relevant Agri-Tourism activity that promotes technological advancement and sustainability in the school and in the community	4.015	Moderately Significant

Table 11 provides concrete validation of the respondents' perspectives regarding the implementation of the project EDUCATE within the context of Agri-tourism. Notably, it suggests that respondents perceive this project as having a moderately significant impact on their experiences. This suggests that while the project holds a certain level of importance, the overall result is not the sole determinant of their overall Agri-tourism experience. To understand this further, it's crucial to examine the specific aspects that contribute to this perceived significance.

First and foremost, the high satisfaction levels reported in Tables 4, 5, 6, and 7 regarding the project's objectives are striking. These objectives include skills demonstration, showcasing of Agri-crop production, entrepreneurial activities, and the physical and visual ambiance of the expo. The fact that respondents highly appreciate these aspects indicates that the project EDUCATE effectively fulfills its intended goals. Skills demonstration likely empowers visitors with practical knowledge, the showcase of Agri-crop production educates on farming practices, entrepreneurial activities may offer economic opportunities, and a pleasing ambiance enhances the overall experience. This alignment between the project's objectives and the respondents' positive evaluations underlines its impact and effectiveness in enhancing Agri-tourism. Furthermore, this result correlates with the study that states understanding visitor satisfaction and future behavior was crucial since it had a big impact on the growth and development of agritourism in the nation (Malkanthi, and Routray 2012, 17-30).

Conclusion and Recommendations

Based on the data obtained, the researcher can now conclude that Project EDUCATE is perceived to be highly successful, very significant, and well-appreciated by its respondents. This conclusion is supported by the high satisfaction level of the respondents on various activities, including skill demonstration, a showcase of Agri-crop production, and entrepreneurship. Even the physical and visual ambiance of the event is highly regarded. This study also reported a significant relationship between educational attainment and the perceived level of significance of Project EDUCATE. It suggested that the visitors of Project EDUCATE with high educational attainment were

more vocal in their appreciation by reporting a high perception of the significance of the event.

Continuing the Agri-tourism expo is highly recommended, given the positive feedback of Project EDUCATE. A true investment for the future of SNAS. This event has not only showcased the vibrant world of agriculture but will bring positive domino effects, starting from more participatory and engaging learners down to the community level and stakeholders. To truly explore its lasting impact, it is imperative to conduct follow-up research on how participation in the expo influences students' preferences when choosing their senior high track. Such research would shed light on the event's educational significance and its potential to guide young minds toward agricultural and related fields, ensuring a sustainable and knowledgeable workforce for the Agri-industry in the years to come.

Dissemination and Advocacy Plan

Since the result of the Project EDUCATE implementation found to be highly significant, the study will be presented during school and district Learning Action Cell (LAC) and be shared with the rest of the Zamboanga del Norte Schools' Division for a possible TLE/TVE program replication on both elementary and secondary level. The researcher will also present the findings at a research conference and will seek assistance to publish it in a reputable research publication.

Implementation Steps	Responsibilities	Resources	Timeline	Implications
Submit a copy of the Final Research Report to the Division Research Committee	Researcher	3 sets Final Research Report	September 2022	SDO archiving of the completed education research
Present findings of the Research Report during SLAC session	Researcher	Laptop Computer LCD Projector	September 2022	Teacher-initiated interventions in Quarters 3 & 4 from the lessons learned in the research
Present findings during District Conference	Researcher	Laptop Computer LCD Projector	October 2022	School-based interventions in Quarters 3 & 4 from the lessons learned in the research
Present findings during Division Research Congress	Researcher	e-Research Report copy	December 2022	Division-recognized research work

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Financial Report

This section approximates the funds utilized in the actual conduct of this research work. The breakdown of cost per research task is detailed below.

Research Task	Items	Quantity	Unit Cost	Total Cost Estimates
Crafting of the Research Proposal	Laptop computer	School-owned		
Reproduction of the Research Proposal	Clear Folder	5	15.00	75.00
	Bondpaper Computer ink	School-owned		
Review of the Research Proposal by the District Research Committee	Research Proposal copies	-		
Reproduction of copies of Letter of Invitation and Consent Form and Interview Questions	Printer Computer ink Bond paper, long	School-owned		
Identification of Study Participants	Bondpaper Ballpen	School-owned		
Distribution and Retrieval of Interview Questions	Ballpen	24 pcs	10.00	240.00
Data Transcription	Sticky notes	10 colors	20.00	200.00
	Logbook	1 set	200.00	200.00
	Ballpen	5 pcs	10.00	50.00
Data Analysis	Bond paper Ballpen	School-owned		
Crafting of the Final Research Report	Laptop Computer ink Bondpaper Clear folder	School-owned		
Total Cost Estimates				Php 765 .00

Appendix

Questionnaire

Name: (optional) _____

Dear respondents,

This survey intends to obtain your honest feedback on the implementation of project EDUCATE as an educational and relevant Agri-Tourism activity.

-Shiela-

Direction: Please check (/) and rate your experience as a guest for this year's event using the following scale:

Part I. Respondents profile:

1. Sex _____
2. Educational attainment
☐ College graduate ☐ Masters Degree ☐ Doctoral degree
3. Designation: _____
4. Demographic Residence
☐ Rural ☐ Urban

Part II The Level of satisfaction of the respondents with regards to:

Numerical Scale	Descriptive Scale
5	Highly Satisfactory
4	Moderately Satisfactory
3	Satisfactory
2	Poorly Satisfactory
1	Unsatisfactory

A. Skills Demonstration Indicators	1	2	3	4	5
1. The laboratory set-up is conducive to skills demonstration					
2. Learners are using complete PPE (Personal Protective Equipment)					
3. The learner is knowledgeable about what he/she is doing					
4. Proper tools and equipment are used appropriately during the skills demonstration					
5. Appropriate skill is delivered by The learners as needed					
B. Showcase of Agri-crop Production Indicators					
1. The location of the demo farm is strategically located inside the school campus.					
2. Variety of crops is strategically planted.					
3. Agricultural technology is evident in the process of planting the different crops.					
4. The plots are neat to look at and are well maintained.					

5. The plot water-course is properly maintained.					
C. Entrepreneurial Activities Indicators					
1. The display center is accessibly located.					
2. The display center atmosphere and decor is appealing.					
3. A good selection of products is displayed					
4. The products displayed are a good value of money.					
5. The learner-entrepreneurs are knowledgeable in marketing their products					
D. Physical and visual ambience of the expo. Indicators					
1. There is an information desk and event brochure available for guests.					
2. The agri-tourism expo is fun, engaging and educational for both learners and guests.					
3. The cost of visiting the place is reasonable.					
4. The event has visible first aid facility.					
5. The event is worth to do every year.					

Part III. Overall perceptions of the respondents on the implementation of the project EDUCATE.

Numerical Scale	Descriptive Scale
5	Highly Significant
4	Moderately Significant
3	Significant
2	Poorly Significant
1	Insignificant

Overall-All Perception Indicators	1	2	3	4	5
I perceived project EDUCATE as qualitatively educational and relevant Agri-Tourism activity that promotes technological advancement and sustainability in the school and in the community.					