# Virtual Tourism as a Tool for Improving Learners Tour Guiding Skills

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**Abstract—Virtual Tourism has paved its way in both the education and tourism industry as a result of travel restrictions during the pandemic, yet not long after the lockdowns were lifted, the idea of using technology in platforms like tourism has remained. Virtual environments have always been affected by three factors, immersion, presence and interactivity, which showed great effects on learners' performance, especially in courses requiring high levels of communication skills like in tour guiding. A single group experimental study, involving forty (40) Grade 8 learners of San Jose Integrated High School S.Y. 2024-2025, taking up Tourism Promotion Services as the respondents, aiming to determine whether the application of virtual tourism as a tool would improve learners tour guiding skills as per their communication skills was created. Both pre-test and post-test administered to the respondents showed a notably high increase after the intervention was done. The results revealed that after being exposed to the virtual application the level of tour guiding skills of learners as per their communication skills under the following factors – building rapport, being informative, resolving conflict, creating a positive experience and promoting tourism product has significantly increased, with p<0.000 in all aspects. And furthermore, these results have revealed a great potential for virtual tourism as a tool for an improved learners' tour guiding skills, equipping them to face real-world tour situation with ease and confidence.**

**Index Terms—Tour Guiding Skills, Tourism Promotion Services, Virtual Tourism.**

## 1. The Problem and its Background

### A. Introduction

The new normal in education is accompanied by other regulations and guidelines, such as limits on extracurricular activities. Safety and health protocols have been established in order to prevent the disease from spreading. Outdoor activities, group gatherings, and even journeys have been restricted and limited in various ways. Travel-related activities both within and outside of the classroom have been curtailed, limiting learners' ways of learning through experience. As a result, areas under Technology and Livelihood Education like tourism promotion and local guiding, which both benefit from being thought through experience have also been put onto limits. Learners' means of sharing and promoting factual and experience-based information about their travel to different places have also been affected.

Experiential learning is importance has always been considered in the study of technology and livelihood. Through several exploratory courses, learners were introduced to areas of expertise so they could choose which of those would be of interest to them and would increase their chances of success in their future careers. Thus, making experience a very important tool for learners in in grades seven and eight to harness the skills essential to excel in such fields of their choice, since under these levels they are to have a walkthrough of the different areas of the subject because entering grade nine, they are to pick which area they would want to specialized with and will continue to learn and master till grade ten. Experience of how skills are applied to different areas in Technology and Livelihood Education will also give learners an opportunity to pick which area is best suited for them or more so the areas which they could perform well. In senior high school, choices would be a wider pool of choices for areas lined with livelihood and technological tracks, two of the courses, Local Guiding and Travel Services, both focused on tourism and tourist management as a Senior High School track.

Both of these areas under tourism management offers skills application of the theories learners have learned in their Junior High School levels, thus, it is an expectation that their foundation of learning will be from there. Their experiences will be the basis of skills application in their performances for Senior High School. Experiences that are possible before the pandemic and the lockdowns.

Even after the lockdowns and the outbreaks of the virus have been controlled, the influence of technology and digital applications has stayed. Like in the field of education, the use of technology has been a basis to be observed in the teaching and learning process. Even the tracks and strands offered in the higher level of education such as Senior High School are related to or at times focused on Information and Computer Technology.

Schools offering skills education lined with tourism promotion had been offered an avenue to teach the subject even with travel restrictions through virtual tourism or e-tourism. E-tourism is an objective fact. Its dynamism and rapid development have important implications for the old concept of the classical tourism sector. The development of an e-tourism system is a logical step toward digitalizing all processes in the travel and tourism industry's value chain, (Kazandzhieva & Santana, 2019). E-tourism or virtual tourism has paved its way

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providing people who have been restricted by the virus the opportunity to experience and immerse themselves in the world outside their homes.

The challenge of providing learners of tourism promotion the skills needed for them to be the best in their field is still the main concern though. Learning through experience is still a viable answer. As per the challenge Covid 19 pandemic brought us, the process of delivering knowledge through experience especially on areas mentioned were limited, reasons why innovations to different learning approaches must be developed. One of which highlights the potential of delivering the same experience to improve learners' tour guiding skills from actual travel is through the use of different virtual learning environments.

*B.  Background of the Study*

In Technology and Livelihood Education the value of experiential learning has always been a consideration. TLE prepares high school students for self-employment by providing pathways to higher education and training in a selected field (Valencia, 2015). Through different exploratory courses, areas of specialization were introduced to learners so they could pick which of which will be of interest and would give them a better chance of being successful in their future career. To name those courses, two of which were Travel Services and Tourism Promotion Services, which both focused on tourism and tourist management in line with efficient tour guiding skills which highlights an effective communication as a track for Senior High School.

The post pandemic era gave birth to different concerns in terms of learners' awareness of different tourism products. Factual and accurate information from different tourist destinations has been lacking as an effect of travel restrictions. Thus, effective tour guiding skills in terms of effective and efficient communication becomes the highlighted priority in teaching and learning tourism promotion. The aim of providing appropriate and factual information and advice about travel locations through a clear, welcoming and informative approach is indeed a must.

In tourism promotion services and local guiding courses, like in tourism, it is a must that the learners get the same experience as they would have had if it was an actual tour, as if they are advertising these locations to tourists. Likewise, under the K to 12 Basic Education Curriculum, teaching Technology and Livelihood Education Courses must achieve different learning competencies and performance standards.

Tourism Promotion Services as one of the areas focused on exploratory course for Grade 8 learners follows the curriculum guide from Technical Education and Skills Development Authority (TESDA) which aims to develop leaners that demonstrates key concepts and theories of the area and demonstrates competencies in Tourism Promotion Services as prescribed by TESDA regulations (deped.gov.ph). Considering that this area of focus has just been introduced to learners, the goal of achieving the competencies needed to meet has become a challenge.

In the Tourism Promotion Services area one of the highlighted competencies learners must achieve was efficient communication skills as to provision and presentation of accurate information about different tourism destinations, which will be highlighted through their tour guiding skills. According to Muste (2016), effective communication, particularly in the educational profession, is built on the capacity to present one's own thoughts and points of view clearly, confidently, and simply, while constantly tailoring one's material and style to the class. Interaction between teachers and students can either help or hinder successful communication in the classroom.

In the Philippines, Technical Education and Skills Development Authority (TESDA) accredited over thirty (30) schools to teach Tourism Promotion Services NCII (tesda.gov.ph). Laguna has seventeen private schools (17) four (4) campuses of Laguna State Polytechnic University offer courses related to Tourism (finduniversity.ph). Each school follows the same competency guidelines for K to 12 Basic Education Curriculum yet no known Junior High School offers Tourism Promotion Services for Grade 7 and 8 exploratory courses other than in school year 2022-2023, San Jose Integrated High School in the Division of San Pablo offered this area in their exploratory levels to be vertically aligned with their Senior High School course offering under Tourism Promotion Services for the same school year.

Upon the introduction of Tourism Promotion services for Grade 8 learners in San Jose Integrated High School in San Pablo City, the results of the Mean Percentage Scores for grade 8 learners revealed drastic declined to competencies related to theories and concept of destination knowledge, and more over checking on the competencies pulling off the highest number of decline reveals that communication skills in terms of tour guiding skill of learners under provision of factual information and advice to tourist as well as accurate and knowledgeable presentations. As shown in Fig. 1, from the 80.86% overall MPS rating of TLE 8, it dropped to 67.30%, upon the introduction of tourism promotion services in the 2nd quarter.
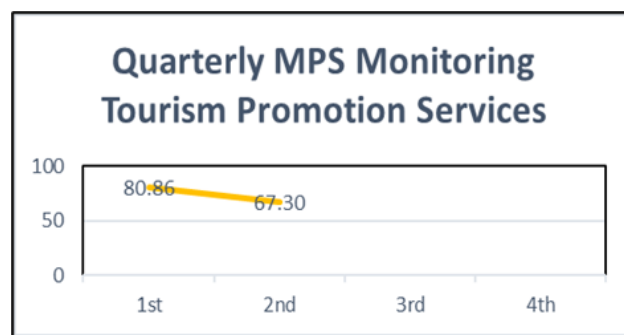


Fig. 1.  Results of the mean percentage scores of grade eight learners in tourism promotion services

These changes in offered areas for exploration have become a huge challenge for teachers, thus, educators resolve in creating, providing or even innovating their strategies for their traditional teaching to cater to students' needs such as the SIMs. Strategic Intervention Materials (SIMs) are designed to help teachers provide students with the support they needed to

achieve their learning goal (Lahoylahoy & Sedurifa, 2018). SIMs are not only designed to increase students' participation in class as well as to deepen the understanding of learners on the key ideas of lessons being thought. Learners averaging below proficient in the MPS are the target of these intervention materials.

In the current school year, the Department of Education introduced the MATATAG Curriculum, which aims for Filipino learners who can successfully deal with challenges of the future by being equipped by the 21st century skills, preparing them to excel in both local and global market while fostering inclusivity, diversity and promoting global citizenship (DO No. 10, s. 2024). With the introduction of the current curriculum, subject areas, most especially TLE, whose competencies are anchored in the application of ICT integration, are faced in an even greater challenge. With the aim of creating globally competitive individuals harnessing 21st century skills which include communication skills, an expected skill to be imposed by learners of tourism promotion.

The present study aims to bridge the gap of using virtual tourism as an innovation for improving learners' tour guiding skills in Tourism Promotion Services for junior high schools especially in exploratory areas of Grade 7 and Grade 8.

## C.  Conceptual Framework

### 1)  Virtual Tourism

Immersion, presence, and interactivity are regarded as the core characteristics of VR technologies (Ryan, 2015; Walsh & Pawlowski, 2002) as cited by Verma et at (2022). These said characteristics were defined by different studies as key factors to create effective virtual tourism. According to the Department of Education, Most Essential Learning Competencies (MELCs) are competencies necessary to develop a learner's practical and lifelong skills for learning amidst a crisis (e.g., pandemic, epidemic, etc.) and to eventually attain a successful life. These were the competencies that were focused on to be delivered by educators during the pandemic. Aligned with the implementation of MELCs as the basis for assessment during modular and online distance learning modalities, teaching Technology and Livelihood Education areas were following the TESDA Curriculum Guide in delivering lessons to both junior and senior high schools.

### 2)  Tour Guiding Skills in Terms of Communication Skills

Tourism Promotion Services curriculum guide aims to have learners who can demonstrate understanding of key concepts and theories in sourcing and providing destination information and advice as well as learners who independently source and provide destination information and advice through application of communication skills highlighting their ability of providing and presenting factual and accurate information (Department of Education [DepEd], 2022). Communication skills are critical to develop since they impact the tour guide's performance. These abilities are strongly tied to guiding tasks such as describing tourist attractions, creating guiding materials, making travel more comfortable, and selling tourism items (IPutu Hardani, H., 2022).
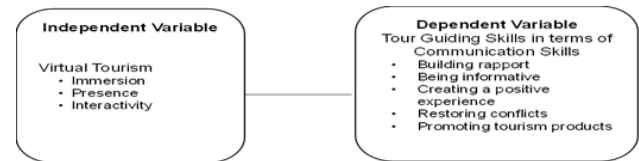


Fig. 2.  The effectiveness of virtual tourism in the tour guiding skills in terms of communication skills

## D.  Statement of the Problem

The study aims to determine the effectiveness of using virtual learning environment in teaching Tourism Promotion Services on the academic performance of Grade 8 students in San Jose Integrated High School.

Specifically, it aims to answer the following questions:

*1)  What is the Level of Acceptance of Students in the Use of Virtual Tourism as an Innovation Strategy in Teaching Tourism Promotion in Terms of:*
1. immersion;
2. presence; and
3. interactivity?

*2)  What is the Pre-Level of Tour Guiding Skills in Terms of Communication Skills of the Students in Terms of:*
1. building rapport;
2. being informative;
3. creating a positive experience;
4. restoring conflict; and
5. promoting tourism product?

*3)  What is the Post-Level of Tour Guiding Skills in Terms of Communication Skills of the Students in Terms of:*
1. building rapport;
2. being informative;
3. creating a positive experience;
4. restoring conflict; and
5. promoting tourism product?

*4)  Is there a Significant Difference Between Pre- and Post-Level Tour Guiding Skills in Terms of Communication Skills of Students?*

## E.  Hypothesis

There is no significant difference between pre and post levels of tour guiding skills in terms of communication skills of students.

## F.  Significance of the Study

The researcher hopes that the findings of the study will be beneficial for the following:

To the learning resource personnel. The study, if proven effective, could be used as a basis in writing and creating learning materials for 21st century learners.

To the teachers. The study could be a basis for creating a much more efficient and effective technique of experiential learning to learners amidst any pandemic or any class disruption.

To the learners. The study would give learners the opportunity to explore the key areas of Technology and Livelihood Education. Even though limited opportunities are available in their locale.

To future researchers. This study could be used as a basis for future researchers for further developed innovations in the

teaching and learning process.

### G. Scope and Limitation of the Study

This study focuses on tour guiding skills in highlighting communication skills of students which is one of the key competencies under the 21st century skills highlighted by the Department of Education. This involves learners' skills as to building rapport, being informative, creating a positive experience, restoring conflict and promoting tourism products with regards to the use of virtual tourism in teaching Tourism Promotion Services in Technology and Livelihood Education.

This study is limited to single group of Grade 8 learners consist of forty (40) learners in San Jose Integrated High School attending tourism promotion services area who would serve as respondents. This limitation is due to unavailability of resources for the conduct of the study.

## 2. Literature Review

### A. Tourism in the Philippines

"In 2019, 1,461 million people traveled globally, while only 381 million people traveled globally in 2020, with a plummeting change of 74% and a negative drop of 1080 million compared to 2019 due to the pandemic", according to Verma S, et al., 2016. Flight and vacation constraints have also limited people's opportunities to enjoy and to experience places they visit.  These numbers show how drastically the COVID pandemic affected tourism, not only as an industry but also tourism in education. Vloggers have created unique methods of content creation through "travel writing" considering tightening government constraints regarding travel. Hence the concept of virtual tourism has been developed (Chakravarty et. al, 2021).

According to World Data (2020), tourism the Philippines recorded a total of one million tourists in 2020, ranking 81st in the world in absolute terms. According to the survey conducted by PricewaterhouseCoopers in 2020, "the country had a stellar performance in 2019 with 8.3 million tourist arrivals and PHP550.2bn in international tourism receipts. Latest estimates show that 2020 tourist arrivals and international tourism receipts will go down to 3.9 million and PHP279.5bn, respectively". These numbers show how greatly tourism in the Philippines had been impacted by the pandemic, thus teaching tourism promotion services become even more a challenge for schools that just yet starting to introduce the area.

As we battled the pandemic brought about by Corona virus spread, one of the most affected departments is tourism. Flight and vacation constraints have also limited people's opportunity to enjoy and experience places they visit.  Vloggers have created unique methods of content creation through "travel writing" considering tightening government constraints regarding travel. Hence the concept of virtual tourism has been developed (Chakravarty et. al, 2021). These innovations have now been applied as a strategy in the teaching and learning process, especially in the areas of Travel Services and Local Guiding under Technology and Livelihood Education.

Travel vlogs are believed to have shaped destination credibility and successfully reinforced a perceived destination image. A live voyage, opinions, and reviews all combine to create a realistic experience that makes people want to travel there (Abad & Borbon, 2021). These virtual representations of different destinations had introduced learners to different locations and destinations even without leaving the four corners of the classroom as it highlights famous destinations and tourist spots on a specified location, more so, it also includes life-like representations of experiences on doing activities in the locale, thus, giving learners the idea of how it feels to be in the destination.

As to how virtual tourism and virtual reality technology impact travel and hospitality. Utilizing three key touch points: technology-based planning and management for future tourism, VR's ability to meet evolving consumer needs and tourism destination promotion. These featured substitutes for realistic virtual travel, the value of innovation and interactive experiences in future tourism infrastructure (Pestek & Servan, 2020).

According to Baranchenko et al. (2019); Buley et al. (2017), as cited by  Wahyudi, R., & Yusra, I. (2021),  promotion is one of the most important marketing activities for companies in their efforts to maintain continuity and improve sales quality, because improving a marketing activity, whether it is goods or services offered by the company, requires more than just developing a distribution channel model and setting prices. In addition, according to Aprianto (2016) "the indicators in promotion are advertising, personal selling, sales promotion and public relations." Which were highlighted in the curriculum guide as the most essential learning competencies falling under communication skills.

### B. Virtual Tourism

Virtual tourism has grown in popularity since it allows people to visit any location in the globe in real time using their smartphones and interactivity, vividness, and immersion combine to provide an unforgettable virtual tourist experience. (Verma et al., 2022). According to He et al. (2018) as cited by Verma S. et al. (2022), "virtual reality induces mental imagery for a real-world like tourism experience". Destination images as projected through online vlogs have shown a significant influence on tourist purchase decision making. But using social media, user-generated contents (UCG) or e-word-of-mouth (eWOM) tourists' perception of different destinations has been widely affected (Liang, 2022).

Virtual Tourism,  according to Pestek and Sarvan 2020 as cited by Verma et al.(2022), "Virtual tourism emerged as an alternative to physical tourism to give a beautiful preview of the actual destinations and attractions". Virtual tourism gives the opportunity to tourists to explore and experience a destination without even leaving the comfort of their home. According to Mandal (2013) virtual reality (VR) is a technology that allows a user to interact with a computer-simulated environment, whether it is a representation of the real world or an imaginative world. The application of technology to different careers and learning opportunities has been widely explored even during pre-pandemic yet has been hyped up in tourism as the global pandemic takes over the world.

Immersion, presence, and interactivity are distinctive characteristics of virtual reality that distinguish it from other representational technologies (Mandal, 2013).

### C. Introduction of Artificial Intelligence in Tourism

In recent years, interest in the use of artificial intelligence in the travel and tourism sector has grown. With the introduction of AI technologies, the travel and tourism sector has been going through a major transition (Gaafar, 2020; Duarte et al., 2020; Sampaio et al., 2020). Although a great deal of research has been done on the use of AI in a variety of industries, little is known about how it is integrated into the travel and tourism industry, according to Gaafar, 2020. When most research are focused on the use of AI systems in tourism has concentrated on particular areas, like forecasting demand for travel (Duarte et al., 2020), creating recommender systems (Gaafar, 2020), and improving visitor experiences using interactive technology (Tuo et al., 2021). According to the literature, the tourism industry has been slower than other industries to adopt AI, but the potential advantages of these technologies are becoming more and more clear, (Duarte and others, 2020) (Gaafar, 2020).

The creation of personal agents and recommender systems is one of the main applications of AI in the travel industry. These systems can give travelers a more engaging and customized experience by making recommendations for travel, lodging, and activities that are specific to each person's tastes and habits. For example, chatbots with AI capabilities can help travelers with itinerary planning, inquiries, and even reservations (Tuo et al., 2021). Furthermore, AI-powered recommender systems are able to make recommendations for pertinent restaurants, attractions, and other services by examining a visitor's prior behavior, preferences, and contextual data (Duarte et al., 2020). Automation and robots are two other significant ways AI is being used in the travel industry.

Numerous tourism-related environments, including hotels and airports, have implemented robotic systems to carry out duties including baggage handling, concierge services, and even guided tours. In addition to delivering tourists a distinctive and captivating experience, AI-powered robots can deliver a constant and effective level of service (Nagaraj et al., 2020).

### D. Virtual Tourism in Education

The idea of virtual travel has become very popular in the educational sector since it provides a fresh way to improve the educational process and push the limits of conventional classroom environments. The use of virtual reality and other immersive technologies has become a viable way for educational institutions to engage students and promote deeper understanding as they work to adjust to the changing nature of teaching and learning.

According to a thorough analysis of the literature, virtual reality has been extensively studied in the context of education, with scholars emphasizing its capacity to boost student engagement and motivation (Kavanagh et al., 2017).

Students can actively interact with the course material, test their theories, and see the results in real time because of virtual environments' self-exploratory and real-time interactivity. Additionally, the virtual world provides a perfect issue space for students to solve on their own by adjusting the virtual objects' states, which is consistent with constructivist teaching methods. (Leung et al, 2018)

The usage of highly immersive virtual reality has been demonstrated to enhance student learning results when compared to conventional pedagogical materials like two-dimensional movies and textbooks (Berti, 2021).

### E. Tourism Promotion Services

Tourism promotion highlights on its key competencies to under its curriculum guide the importance of communication as part of the 21st century skills to be observed on learners, which were specifically mentioned in the current curriculum – MATATAG Curriculum. Communication encompasses verbal, nonverbal, and paraverbal components and aims to moderate student and instructor behavior (Muste, D., 2016). In addition, effective communication, especially in educational fields, is found on the capacity to articulate one's own thoughts, your viewpoints clearly, confidently, and simply, always tailoring your material and approach to the class. According to Cleland et., al. (2005) as cited by Sedall (2019) communication skills is an individual's ability to send information.

There are several ways to describe the huge educational issues confronting the 21st century. With the introduction of computers and digital technologies, new ways of interacting between people, and increased international competitiveness, organizations are now requiring new skills from their employees, leaving educational systems struggling to provide adequate ongoing training (Thornhill-Miller, et. al. 2023). Interaction between teachers and students may either improve classroom communication or create problems. These skills mentioned were the ones being observed during performance tasks and activities of learners in the areas under TLE. Technology and Livelihood Education (TLE) is a difficult subject to teach nowadays. It requires extensive knowledge of the subject matter, curriculum, and standards, as well as passion, a caring attitude, creativity, a love of learning, and a desire to make a difference in the lives of children (Basal, 2022). As a skill-based subject, TLE has long been committed to developing learners ready for roles needing these skills in the future. In addition, according to Basal 2022, many specialists in the areas have remarked that the fundamental issue nowadays is to develop or create pieces of art rather than to reproduce or convey their significance. They convey this knowledge through written and vocal discourse (words and symbols in documents, conversations, and speeches), product creation and repair (furniture, buildings, videos, sculpture), and audience performances (musical, theatrical, and athletic). As with tourism promotion services, providing fundamental and essential facts about a specific location and presenting it for promotion such as advertisements, communication is very important.

## 3. Methodology

*A.  Research Design*

A one-group pre-test and post-test experimental research design was used to determine how effective virtual tourism is as a tool in improving tour guiding skills of Grade 8 students in terms of their communication skills in lined with tour guiding.

*B.  Respondents of the Study*

This study covered Grade 8 learners attending tourism promotion services exploratory courses. The respondents included forty (40) Grade 8 students from San Jose Integrated High School, school year 2024-2025.

The forty (40) students are in a heterogenous section which were exposed to the use of a virtual tourism environment to test their acceptance of the tool in improving their tour guiding skills.

*C.  Sampling Technique*

The researcher used cluster sampling. Forty (40) Grade 8 learners from San Jose Integrated High School from a heterogenous section are the respondents to the study.

*D.  Research Instruments*

The researcher used survey questionnaires, a pretest and posttest and a Virtual Reality Application. The researcher used a pre-existing virtual tourism app that focuses on the competency in the curriculum guide competencies for junior high school students under tourism promotion services.

An adapted Likert Scale from "A Theory of Structured Experience, Annals of Leisure Research by Ellis, G., et. al, 2017, for immersion rubric, "The Presence Questionnaire by Witmer and Singer, Vs 3.0, Nov. 1994, Revised by UQO Cyberpsychology Lab (2004), for presence rubric, and "Perceived Interactivity Questionnaire by Gao Q., et. al, 2009, Perception of Interactivity: Affects of Four Key Variables in Mobile Advertising, for interactivity rubric was used to measure participant's experience on the virtual tourism environment based on three key factors: immersion, presence and interactivity.

An existing performance rubric was used to measure learners' performance based on their communication skills in terms of provision and presentation.

*E.  Research Procedure*

The researcher asked for permission from the Office of the Schools Division Superintendent of the Division of San Pablo and School Principal of San Jose Integrated High School for the conduct of the study and ask permission in the use of the 21$^{st}$ Century Classroom. Survey questionnaires are distributed to learners and gathering of data happened afterwards.

The forty (40) respondents first worked with the pre-performance which tasked them to create a 5-minute virtual log (VLOG) about historical structures in San Pablo City which was graded based on the assessment rubric on Tour Guiding Skills in terms of Communication Skills. After the pre-performance was graded, the learners were then exposed to the virtual tourism application on which they explored and navigated. After the exposure to the virtual environment, they answered the questionnaire about their experience during the exposure to virtual tourism, rating them using three key factors: immersion, presence and interactivity, and lastly, the participants were then again tasked to create a simulation of a virtual tour of historical structures in San Pablo using the virtual tourism application. Their post-performances were graded using assessment rubric on tour guiding skills.

The flow of the conduct is as follows:

*Week 1 Day 1*: Introduction to the topic. The researcher introduced the topic focused on the study. Highlighting the key components targeted to be achieved. The instruction for the pre-performance and rubrics for grading was also discussed.

*Week 1 Day 2*: Presentation of the pre-performance. The learners presented their tour simulation guided by the rubrics discussed to them on day 1. The researcher asked for help and assistance from the current Grade 8 tourism promotion teachers to rate the performances of the learners.

*Week 1 Day 3*: Introduction to the virtual reality app. The learners were introduced to the virtual tour application. The navigation keys and the basic features of the tour were also discussed to them. After the students were given the introduction to the application, the link to access the application was also provided to them. For the remaining days of the 1$^{st}$ week, the learners were closely monitored during their TLE period as to how they are navigating the VR App.

*Week 2*: Learners were given hands-on activity sheets based on how they navigate and explore the VR App. The learning materials include tour simulation guides, and examples on how to perform a tour using the VR App. The materials are finished and worked with the learners while they are on the virtual tour.

*Week 3*: During this week learners were given a group task where they performed a virtual tour guided by a situational script on how the tour must flow. The task was done using an online video call platform. The group of learners assigned for the day created a tour with the teachers and other members of the class that acts as the tourist during the call. Also, during this week, the learners were taught different tour guiding skills essential for a successful tour, the ways on how they build rapport with guest and tourist during a tour was also practiced in the virtual tour, how to resolve conflicts such as long walks and busy roads (which were examples of the situations provided for their activity) were also part of the experience, product and destination promotion was also a highlight during the tour, learners were also taught of ways on how to give detailed and factual information about the destination giving the tourist more excitement during the tour, thus, giving their client a positive experience the whole duration of the tour. During this week, the researcher remotely communicates with the learners using an online communication platform together with their TLE teachers.

*Week 4*: Presentation and preparation for the post performance. The researcher discussed the guidelines for post-performance using the virtual tour. The discussion includes the presentation of the rubrics on how the learners are to be scored based on the skills they acquired in the previous week. Learners were given the whole week to practice their tour guiding skills

guided by the rubric for the performance and the learning materials provided by the researcher which were all based on the VR application they used for the Virtual Tour.

*Week 5*: Performance and experiential rating. The learners presented their simulation of the virtual tour. Current teachers of tourism promotion services assisted the researcher in rating the learners' performances. During the Virtual tour, learners were only dependent on the VR on how they would communicate with their clients (classmates) to keep the flow of the tour. Pop up situations such as conflicts during the tour were created by the researcher beforehand to help gauge how the learners would react during the tour as conflicts and unexpected situations arise. After the performances, learners were ask to answer the questionnaire to rate their experience during the tour and how it helped them overcome the challenges of tour guiding.

The results of the pre-performance scores of the learners were subject to data interpretation and validation.

### F. Statistical Treatment of Data

The following statistical treatments of data were used to assess the impact of virtual tourism on the tour guiding skills of learners in terms of communication skills.

Frequency and Percentage. In the study, frequency and percentage were employed to determine the level of tour guiding skills of learners prior and after they have been exposed to virtual tourism.

Mean and Standard Deviation. The Mean and Standard Deviation in the study were employed to determine the level of tour guiding skills of learners in terms of communication skills prior and after they have been exposed to virtual tourism.

Dependent T-Test. The dependent t-test was used to determine the significant difference in the students' level of tour guiding skills in terms of communication skills, such as building rapport, being informative, creating a positive experience, restoring conflict, and promoting tourism product – before and after the learners were exposed to virtual tourism.

### 4. Presentation, Analysis, and Interpretation of Data

This chapter shows the result of the findings of the study based on the respondents' responses. The findings are presented in tables followed by an interpretation and discussion according to the purpose of the study reflected on the specific questions under the problem statement.

Table 1 shows the level of acceptance of learners to virtual tourism in terms of immersion. The overall mean of 5.99 with a standard deviation of 0.67 showed a high level of acceptance of the virtual tour in terms of immersion, which indicated that the tour has effectively captured learners' attention and engaged them deeply. With Indicator 4 as the highest-rated item with a mean score of 6.30 and standard deviation of 0.82 while Indicator 1 gathered the lowest rate with 5.75 mean score and 1.21 standard deviation. The first indicator, which gained a slightly lower score suggests that even though the experience in the tour may be captivating, some learners may not feel an immediate emotional impact as the tour started. While on the other hand, the highest mean score reflects the effect of the tour among the learners, indicating strong engagement and a temporary detachment from the physical classroom setting. Learners, during the introduction and presentation of the VR App, showed a very high interest and excitement as the approach is new to them. Some learners during the actual tour are even given time limits and time reminders as they have been fully immersed in the tour that they tend to be lost in track about the time. For instance, during one session for the 3rd week, the period for Homeroom Guidance, which is supposed to be the next period after TLE was even borrowed as the learners requested longer exposure to the tour. As stated by Sattar M. U., et al. (2019) immersion using VR technology can also enhance student motivation since it encourages them to explore their environment and study in a virtual reality context which supported the result of the study based on the learners' immersion experience in the VR tour.

Table 2 shows the level of acceptance of learners to virtual tourism in as to presence. The overall mean of 6.30 with a standard deviation of 0.52 showed a high level of acceptance of the virtual tour in terms of presence, which indicated that the tour has effectively made the learners feel the feeling of being "in the moment" during the tour. With all of the indicators gaining means scores in the range of 5.50 – 6.49, the results

Table 1
Level of acceptance of students in the use of virtual tourism as an innovation strategy in teaching tourism promotion in terms of immersion

|  | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| I was easily affected by the application as every detail seems to be so good. | 5.75 | 1.21 | High Acceptance |
| I was mentally alert the whole time I was navigating the virtual tour. | 5.88 | 1.04 | High Acceptance |
| I was completely involved in the tour, and I forgot that I was inside the classroom too. | 5.85 | 1.14 | High Acceptance |
| I was completely involved in the tour that I saw myself walking on the actual roads and streets in the tour. | 6.30 | 0.82 | Very High Acceptance |
| I was very excited about the tour that I forgot to track the time I was in it. | 6.18 | 0.87 | Very High Acceptance |
| **Overall** | **5.99** | **0.67** | **High Acceptance** |

*Legend: 6:50-7.00 Excellent, 5.50-6:49 Very High, 4.50-5.49 High, 3.50-4.49 Moderate, 2.50-3.49 Low, 1.00-2.49 Very Low*

Table 2
Level of acceptance of students in the use of virtual tourism as an innovation strategy in teaching tourism promotion in terms of presence

|  | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| Details in the virtual tour seems to be so true that gives me natural reactions and interactions. | 6.33 | 0.89 | Very High Acceptance |
| The tour was easy to navigate that the way I control it just feels natural. | 6.25 | 0.84 | Very High Acceptance |
| The experience in the virtual tour was so good that it is almost same as real world experience. | 6.23 | 0.86 | Very High Acceptance |
| The details in the tour were created so naturally that I could closely examine them. | 6.40 | 0.81 | Very High Acceptance |
| The experience in the tour was very natural so I easily got oriented to it. | 6.28 | 0.88 | Very High Acceptance |
| **Overall** | **6.30** | **0.52** | **Very High Acceptance** |

*Legend: 6:50-7.00 Excellent, 5.50-6:49 Very High, 4.50-5.49 High, 3.50-4.49 Moderate, 2.50-3.49 Low, 1.00-2.49 Very Low*

Table 3
Level of acceptance of students in the use of virtual tourism as an innovation strategy in teaching tourism promotion in terms of interactivity

|  | Mean | SD | Verbal Interpretation |
|---|---|---|---|
| The virtual tour was easy to control and navigate. | 5.75 | 1.21 | High Acceptance |
| The controls and the interface were very much synchronized and has no delays. | 5.88 | 1.04 | High Acceptance |
| Information pop up keys when clicks gives the feeling of having interpersonal experience of having someone to talk to. | 5.85 | 1.14 | High Acceptance |
| The tour gives so much freedom as I am in control of which direction or which object I could focus on. | 6.30 | 0.82 | Very High Acceptance |
| I feel so connected with the tour that it seemed that I am part of the community where the virtual tour is based. | 6.18 | 0.87 | Very High Acceptance |
| **Overall** | **5.99** | **0.67** | **High Acceptance** |

*Legend: 6:50-7.00 Excellent, 5.50-6:49 Very High, 4.50-5.49 High, 3.50-4.49 Moderate, 2.50-3.49 Low, 1.00-2.49 Very Low*

show a strong sense of reality and active participation among the learners. On the other hand, some learners may find low level of appreciation on the virtual tour based on their perception of presence. During the virtual tour some learners were observed to give natural reactions to places they roam around, as well as the details of how each tourist destination was created virtually. Some learners also comment on how natural the features of the tour were as if they were just walking on the streets the tour was based even, they are inside their classroom. For instance, a learner who had previously transferred from a different municipality in Laguna, shared that the features and details of the famous church in his previous hometown were so natural in the tour that he felt like he had gone for a visit in his hometown, which showed how presence during a VR tour is very much important in gaining natural reaction and responses from clients and users yet for the others who does not appreciate pictures, details and imagery may seemed to be lesser affected by the tour, as supported by the study of Lombard & Ditton (1997), the people and events in an animated presentation may be high in social realism but because they are not "photorealistic," they are low in perceptual realism. According to Felton & Russel (2022) presence is a complex psychological phenomenon. Different emotions and feelings may arise while being situated in a virtual environment, hence the aim of virtual tourism of providing "real-world" experiences for tourists and clients focuses on achieving the most natural response.

Table 3 shows the level of acceptance of learners to virtual tourism in terms of interactivity. The overall mean of 6.17 with a standard deviation of 0.58 showed a high level of acceptance of the virtual tour in terms of interactivity, which indicated that the tour successfully made the students feel engaged and interactive throughout the whole tour duration. With a relatively consistent score for all indicators ranging from 6.03 to 6.30, the results reflect how the tour is capable of simulating a dynamic and responsive learning experience. Learners during the tour are observed to be studying the tour using pop-up keys for information they share to their tourist. The learners who presented also showed skillful abilities in controlling and navigating the app as they are aware of where and how to change the direction and perspective of the VR, thus, making them enjoy more of how the tour was going since they have full control of the flow of their virtual tour. The results were supported by Zhang L. (2019) stating that interactivity in the experience has a substantial impact on students' learning engagement, attention, and focus on the topic. On the other hand, the slight variation in scores for the indicators may

suggest room for further improvement to ensure a most consistent interactivity for learners, thus continuous exposure and training for learners in this application may be considered.

Table 4
Distribution of pre- and post-level of tour guiding skills in terms of communication skills of the students as to building rapport

| Scores | Pre | | Post | | Interpretation |
|---|---|---|---|---|---|
|  | F | % | F | % |  |
| 1.00-2.00 | 15 | 37.5 | 2 | 5.0 | Low |
| 3.00-4.00 | 12 | 30.0 | 12 | 30.0 | Moderated |
| 5.00 | 13 | 32.5 | 26 | 65.0 | High |
| **Total** | **40** | **100** | **40** | **100** |  |

Table 4 shows the pre-level and post level of tour guiding skills of learners in terms of communication skills as to building rapport. Before the intervention, among the 40 respondents, 15 or 37.5% scored 1, 12 or 30.0% scored 3 and 13 or 32.5% scored 5. The results revealed that before the exposure of learners to the virtual environment, most of the students were on low to moderate levels of skills as to building rapport, these learners were observed to be the ones having a hard time communicating factual information based on the destination of the tour assigned to them. Scripts prepared beforehand were used as guide for learners to be able to communicate yet when the questions given by the acting tourist are not in their scripts they tend to act differently and lose their cool during the tour. Some learners were observed to have been possessing good communication skills as to building rapport yet when asked random questions about the tour they tend to lose confidence and act nervously during the presentation, resulting in a lower score in the given factor, which indicates a need for a strategy to enhance their tour guiding skills. On the other hand, after exposure to the virtual environment, a notable increase to 65% of learners scoring 5 or high levels of communication skills as to building rapport indicates a significant improvement as the VR app provides pop up keys for factual information and details about the tour, learners are observed to be more confident even when asked random questions about the tour, which is reflected by their consistency, proportionate and respectful behavior the whole duration of the tour. The results show that the intervention done showed effectiveness in preparing learners for a real-world tour guiding scenarios. According to Glazier, R. (2021) building rapport is a commitment, one can only communicate consistently with confidence if they are knowledgeable of what they are doing.

Table 5
Distribution of pre- and post-level of tour guiding skills in terms of
communication skills of the students as to being informative

| Scores | Pre | | Post | | Interpretation |
|---|---|---|---|---|---|
| | F | % | F | % | |
| 1.00-2.00 | 14 | 35.0 | 1 | 2.5 | Low |
| 3.00-4.00 | 13 | 32.5 | 16 | 40.0 | Moderated |
| 5.00 | 13 | 32.5 | 23 | 57.5 | High |
| **Total** | **40** | **100** | **40** | **100** | |

Table 5 shows the pre-level and post level of learners' tour guiding skills in terms of communication skills as to being informative. Among the 40 respondents, 27 or 67.5% are at low to moderate levels in terms of communication skills, these learners are observed to have gathered information about the destination place beforehand, some of them shared that the information they are sharing are from their research online, which tends to be misleading at some parts of the tour. These observations before the intervention showed how learners these days prepare for their presentation in schools, yet when faced with an unannounced task, they tend to fall short of the details needed from them, such in the case of the pre-presentation of the tour simulation. The number of learners who have shown this level of skill in being informative has decreased to 42.5% after the intervention. Which shows that from 32.5%, the learners who scored 5 had notably increased to 57.5%. Since the virtual tour provided real-world replicas of destinations and tourist spots, the learners who are tasked to act as tour guides have accessed to factual and accurate information about their tour destination even if they are only given a short period of time to prepare. The VR app being interactive also gives freedom to the user to choose which direction the tour would go, giving the tour guide the edge to turn the tour to where the guide is more confident that the information shared is factual and accurate. The information key pop ups are also very useful since these keys provide easy access to the tour information. The results indicate the effectiveness of the intervention in improving learners' communication skills as to being informative, which will prepare them for a real-world tour with just factual and accurate information about the tour. According to Devaraj, Ashwin, et al. (2022) provision of more readable yet inaccurate versions of facts is a lot worse than not providing any facts at all. In tour guiding, tour guides must only provide information based on facts to gain trust not only from the tourists but from the local residents of the town they are promoting.

Table 6
Distribution of pre- and post-level of tour guiding skills in terms of
communication skills of the students as to creating a positive experience

| Scores | Pre | | Post | | Interpretation |
|---|---|---|---|---|---|
| | F | % | F | % | |
| 1.00-2.00 | 12 | 30.0 | 1 | 2.5 | Low |
| 3.00-4.00 | 18 | 45.0 | 14 | 35.0 | Moderated |
| 5.00 | 10 | 25.0 | 25 | 62.5 | High |
| **Total** | **40** | **100** | **40** | **100** | |

Table 6 shows the pre-level and post level of learners' tour guiding skills in terms of communication skills as to creating positive experience. Among the 40 respondents, 12 or 30% are

at low levels in terms of communication skills in creating a positive tour experience with only 25% or 10 individuals having a high level on this skill, 45% or 18 individuals who appeared to have moderate levels of skills may have shown moderate ability but lacks the advanced skills for this criterion. During the pre-performance, the learners showing low level of skills in creating a positive experience are observed to fail in entertaining the tourists during their tour. Some tourists appear to feel sleepy and bored, some may seem to be listening yet showed very little interest in how the tour is going, while the others, sadly, showed no interest at all. These reactions from the tourists are just a reflection of the tour guide who handles the tour. These actions from the guide might be an effect of unprepared tours. When the guide is not prepared well enough for the tour it would reflect on how he communicates and interacts with the clients. The presenter just sticks to the script prepared without noticing how the class reacts and just continues to finish the task. After the intervention has been applied, the number of learners with a high level of skill in creating a positive experience in a tour had drastically increased to 62.5% or 25 individuals. Since the virtual tour gives the tour guide access to fun and factual trivia about the destinations of the tour, the guide could create an impromptu game of question and answer to his client. Just like in one of the performances were one of the learners used the navigation keys of the app. The presenter shared with the tourists how the keys work and allowed the tourists to choose which direction they want to go in the VR, giving them the excitement of what the VR would display as they are not aware of it. After the said presentation, the class shared a remarkable experience about the tour, they commend the guide for giving them so much fun and memorable tour experience even though they are not in the location personally, yet the freedom they have during the tour makes them feel that they are in the tourist spot already. The results indicate the effectiveness of the intervention in terms of improving learners' skills in creating a positive experience, a skill that would be very essential in providing a memorable and enjoyable tour for a real-world tour experience. According to Henson et al., (2020) as stated by Almeida, et al., (2021) not all individuals experience adverse experiences in the same way. Different individuals show different responses yet the challenge of creating a positive experience is one of the main goals of tour guides. A memorable and fun-filled tour is the focus, thus, making sure that different means and strategies should be a backup for guides together with their knowledge and preparedness of the tour.

Table 7
Distribution of pre- and post-level of tour guiding skills in terms of
communication skills of the students as to restoring conflicts

| Scores | Pre | | Post | | Interpretation |
|---|---|---|---|---|---|
| | F | % | F | % | |
| 1.00-2.00 | 9 | 22.5 | 1 | 2.5 | Low |
| 3.00-4.00 | 18 | 45.0 | 19 | 47.5 | Moderated |
| 5.00 | 13 | 32.5 | 20 | 50.0 | High |
| **Total** | **40** | **100** | **40** | **100** | |

Table 7 shows the pre-level and post level of learners' tour guiding skills in terms of communication skills as to restoring

conflict. Among the 40 respondents, 27 or 67.5% are at low to moderate levels in terms of communication skills as to restoring conflict, and only 32.5% or 13 learners who possess high level of skills for conflict resolution. During the pre-performance, leaners assigned as presenters provide very minimal attention to conflicts the class meets. Since the presentation is an ordinary tour simulation, some tourists may have a hard time hearing what the guides are saying, arising to curiosity. At some point, the tour guide would invalidate the tourists' concern and proceed to finishing the tour without paying any attention to the concern being brought up. After the intervention has been applied, the number of learners with high level of skills increased to 20 individuals or 50% with only 2.5% left with low level on skills. Since the VR app provides a different approach to a tour where answers and explanations of information about the tour may be read on pop up keys, common conflicts like having a hard time hearing the guide are resolved. Even common situations on tours of not knowing which direction to go are also resolved using the app, since it has arrows and guides of where the tour may go or where the tour has gone already. The guides have access as well to different information about the tour such as how to get to the destination in person, what transportation means to take, how long the travel time is, these common concerns on tours are also provided in the tour, thus it is easily answered by the guide. The results indicate the effectiveness of the intervention in improving learners' communication skills as to restoring conflict, as to tourism industries, conflict resolution has been one of the key skills needed to deliver a smooth and hassle-free tour. Conflict may arise anytime, yet according to Rachmad, Y. E. (2022), a well-managed conflict presents growth and relationship enhancement opportunities.

### Table 8
Distribution of pre- and post-level of tour guiding skills in terms of communication skills of the students as to promoting tourism products

| Scores | Pre | | Post | | Interpretation |
|---|---|---|---|---|---|
| | F | % | F | % | |
| 1.00-2.00 | 9 | 22,5 | 1 | 2.5 | Low |
| 3.00-4.00 | 18 | 45.0 | 19 | 47.5 | Moderated |
| 5.00 | 13 | 32.5 | 20 | 50.0 | High |
| Total | 40 | 100 | 40 | 100 | |

Table 8 shows the pre-level and post level of learners' tour guiding skills in terms of communication skills as to promoting tourism products. Among the 40 respondents, 27 or 67.5% are at low to moderate levels in terms of communication skills as to tourism product promotion and only 13 or 32.5% of learners showed high levels of this skill. After being exposed to the intervention, a notable decrease in the number of learners with low levels of skills is observable, as from 9 it has gone down to 1 or 2.5% yet learners with the moderate level may have cater

some of the basic ability for this skill they may have been lacking the advance skills for this criterion. As to learners that showed a high level of skills after the intervention it has increased to 20 individuals or 50%. Before the intervention, learners showed very little attention to tourism products, as they focused only on finishing the task as to introducing the destination assigned to them and finishing their scripts. The highlighted crops, food, and even products and services on their assigned location were just briefly stated during their presentation, even so, these products and services are not given so much attention in the duration of the tour. Yet in the VR app, since the products and services are visible through the virtual replica, the presenters tend to focus more on these items, even sharing the background of how these items are created, while they are being guided by the pop-up keys for information. This observation showed how a guide could easily promote a product or service if the tourists were able to see and have a glimpse of what is being described, not just stories and examples by word of mouth. According to Nooripoor, M. et al, (2020) as stated by Haid & Albrecht (2021), tourism industry is an essential part of the world economy. Product exports and imports provide a foundation of income for the government, as well as services and manpower the country may provide. It is safe to say that tourists tend to come back to a destination if they are satisfied with a tour, they even come back to experience more of the service they have from their previous visit, or to have more of the products they have enjoyed, and it would be a cycle. A cycle that provides income for the locals and residents of the location, and opportunities jobs and businesses to grow, and furthermore a contribution to the country and even the world economy. Tourism product promotion is one of the key skills that must be developed by a tour guide to encourage tourists to visit the destination again in the future.

Table 9 presents paired-sample t-test results comparing pre-test and post-test scores for students tour guiding skills in terms of communication skills categorized by Building Rapport, Being Informative, Creating a Positive Experience, Restoring Conflict and Promoting Tourism Product. Statistical data includes mean scores, standard deviations (SD), t-values, degrees of freedom (df), and significance levels (Sig., 2-tailed). The result shows all the p-values = 0.000 (below 0.05), which suggests significant differences between pre- and post-test levels. The t-values across all aspects are quite large, signifying a meaningful change from pre-level of skills and post level of skills of learners. These effect size of high t-values and low p-values indicate that the results observed are not coincidental yet the effect of the intervention.

Building rapport had an weighted pre-test mean score of 2.90 and a post test score of 4.20, whereas being informative gathered 2.95 pre-test mean score and 4.10 posttest mean score,

### Table 9
Significant change between the pre- and post levels of tour guiding skills in terms of communication skills of learners

| Students' Creativity | Pretest | | Posttest | | t-value | df | p-value |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | | | |
| Building Rapport | 2.90 | 1.69 | 4.20 | 1.18 | -5.589 | 39 | < .000 |
| Being Informative | 2.95 | 1.66 | 4.10 | 1.10 | -4.867 | 39 | < .000 |
| Creating a Positive Experience | 2.90 | 1.50 | 4.20 | 1.09 | -5.589 | 39 | < .000 |
| Restoring Conflict | 3.20 | 1.49 | 3.95 | 1.11 | -3.553 | 39 | < .000 |
| Promoting Tourism Product | 2.95 | 1.60 | 3.95 | 1.11 | -4.210 | 39 | < .000 |

creating positive experience on the other hand, from 2.90 pre-test mean score increased to 4.20 post test score, in restoring conflict, pre-test score is 3.20 and post test score of 3.95, lastly promoting tourism product gathered 3.20 weighted pre-test mean score and 3.95 post test scores. These findings show that the virtual tourism experience had a significant positive impact on learners' tour guiding skills based on communication skills.

Before the intervention the majority of the learners were observed to lack basic skills in tour guiding in terms of their communication skills. Learners have low to moderate skill as observed on how they communicate and deliver their prepared scripts. These learners also lack composure as they answer questions from the acting tourist in the simulation since they are not confident of their answer. Their unawareness of the destinations assigned to them also gave them a hard time delivering the performance. They were also observed not to mind the different circumstances and situations that arise during the tour. Learners were so focused on finishing the task and seem not to care about how to properly promote the tourist destination, its products and services as well as their culture. The information being shared during the tour was obviously common knowledge about the location being explored, trivial details were also lacking. Description of the location was also observed to be based only to what is readily available from online searches, thus making the tour simulation look like more of a storytelling presentation rather than a tour simulation. These observations showed the pre-level of learners in terms of tour guiding. Although some of them have shown quite a high level of skills to one or more factors in the criterion, yet the advanced skills are lacking. Thus, an intervention to improve and develop these skills is needed.

After the introduction and discussion of how virtual tourism will be conducted in class, the learners were given the opportunity to explore, navigate and immerse themselves in the VR environment; hence, every session is guided by teachers. This exposure led to a development in learners' skills as reflected by the performance score in their post-performance task. While being completely immersed in the VR environment, learners tend to boost their confidence on the way they describe the destinations they were on. Detailed and factual explanations are also provided since the VR tour has the pop-up key features where the guide could get facts about the location or even the details that can be found on the tour. The natural responses of the class highlight how they acknowledge their presence in VR, these responses allowed the learners to think and respond to different situations naturally, providing useful advice and appropriate solutions on arising conflict, creating a fun and entertaining tour. As with interactivity, the learners showed how the VR could be easily navigated as reflected on how they promote products and services available on the destination, zooming in the important details on the tour that helped them explain thoroughly their claim about the product they are promoting. This improvement on how learners performed the tour using the VR environment, reflects how awareness and exposure to a location boost their confidence as tour guides, thus improving the way they communicate in the tourism world.

According to Zahabi & Abdul Razak (2020), immersing individuals in VR allows them to harness the ability to deal with complex situations, yet in order to achieve effectiveness, the training and exposure must also be adjacent to the individual's capabilities, performance and needs. Thus, learning where the level of learners was before the VR exposure is one way to create a much more effective intervention for their improvement. The increased mean scores across all factors of tour guiding based on communication skills suggest enhanced confidence, practical understanding, conflict resolution, improved and positive tour experience and tourism product promotion.

## 5. Summary, Conclusion and Recommendations Summary of Findings

This study dealt with the "Virtual Tourism as a Tool in Improving Learner's Tour Guiding Skills".

This study aims to know the following: the level of acceptance of students in the use of virtual tourism as an innovation strategy in teaching Tourism Promotion in terms of: immersion, presence and interactivity; the pre level of tour guiding skills in terms of communication skills of students in terms of: building rapport, being informative, creating a positive experience, restoring conflict, and promoting tourism product; the post level of tour guiding skills of students in terms of: building rapport, being informative, creating a positive experience, restoring conflict, and promoting tourism product; and to test the significant difference between pre and post levels of tour guiding skills in terms of communication skills of students.

The study is directed towards knowing the effectiveness of virtual tourism as a tool to improve learners tour guiding skills based on communication skills. A one-group pre-test and post-test experimental research design was used to gather the results for the study.

Forty (40) grade eight students of Tourism Promotion Services from San Jose Integrated High School, San Pablo City, Laguna were the respondents of the study.

1. Based on the data gathered the pre-test scores revealed that the majority of the respondents were at low to average levels across all aspects of the tour guiding skills in terms of communication skills. Respondents showed lack of confidence and the provision of factual information, hence enjoyment and entertainment is also lacking, as well as the ability to resolve conflicts and product promotion which were observed during the pre-performance tour simulation. Notably scores for both creating a positive experience and restoring conflict both scored 45% during pre-test, showing a significant need for intervention to develop these competencies for tour guiding.

2. The post test scores after giving the intervention, exposure of the learners to virtual tourism revealed a noticeable increase in the number of learners gaining high level of skills across all the criteria. After the intervention, half or more (50%-65%) of the learners reached the highest scores in each skill, showing more confidence in the way they communicate and

exchange thoughts with their clients, resorting to a fun and much more entertaining experience for the tour as conflicts have been easily addressed and the products, services and destinations were properly promoted through a much more detailed description with the use of the VR app. These observations, reveals the effectiveness of the intervention in preparing students for real-world tour guiding experience. Also, these results based on experience provide practical insights and hands-on experience for students' skill development.

3. There is a significant difference between the pre-and-post levels of tour guiding skills in terms of communication skills of students. The significant difference between the pre-and-post levels showed positive effects on students' communication skills, making them ready for practical experience in the tourism industry.

### A. Conclusion

Based on the results and findings of the study the hypothesis that there is no significant difference between the pre and post levels of tour guiding skills in terms of communication skills of students is therefore – rejected.

### B. Recommendations

In line with the findings of the study, the following recommendations may be considered.

1. Educational institutions, especially those who offer the same line of courses with tourism promotion, may consider using virtual tourism as a complementary tool in teaching, given the significant improvement of learners' engagement and communication skills.

2. Further enhancement in virtual tourism platforms like real-time interactions and guided simulations may be made since interactivity has played a significant role in student immersion.

3. Since the intervention gained positive response and feedback from learners, as to the improvement of their communications skills, workshops and training programs focused on tour guiding, customer interaction and problem-solving may be held in schools offering the course.

4. For future researchers, long-term effects on students' performances and the applicability of intervention to other subjects may be considered. Furthermore, a much larger population may also be considered to further gain broader insights om the intervention's impact.

5. Tour organizations and virtual reality developers may further improve the realism and effectiveness of virtual tours through joined partnerships, to ensure students' who harness industry-relevant skills.

Educational institutions and schools offering courses and areas related to tourism may tie up with State Colleges and Universities offering Bachelor of Science in Tourism to come up with a much definite program for JHS that is congruent to courses offering in colleges and universities.

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