

**CAREER PREPAREDNESS AND EMPLOYABILITY SKILLS OF
HOSPITALITY MANAGEMENT GRADUATES: BASES FOR CURRICULUM
ENHANCEMENT**

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**In Partial Fulfillment of the Requirements for the Bachelor of Science in
Hospitality Management**

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THESIS ABSTRACT

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Graduates seeking employment usually assess their capabilities for a job, which is why their perception of their chosen field requires competence and employability. This study aimed to determine hospitality management graduates' career preparedness and employability skills. This study employed a quantitative approach using a descriptive correlational research design. The 91 respondents were chosen through purposive sampling. This study took place in Ozamis City utilizing the career preparedness and employability skills questionnaire. This study utilized the frequencies, percentages, and mean and standard deviation product-moment correlation coefficient statistical tools. BSHM graduates exhibit remarkably high personality traits and competence pertinent to career preparedness. The overall behavior of these graduates was rated very high, indicating a strong alignment. Teamwork emerged as the highest-rated skill. However, employability skills are associated with the graduate's proficiency across various aspects relevant to employability. Statistical analysis revealed non-normal data distributions for Career Preparedness and Employability Skills, indicated by p-values of .000, deviating significantly from a Gaussian pattern. The curriculum and professional development programs should continue to emphasize soft skills development. Incorporating activities and modules that foster interpersonal skills, adaptability, and effective communication can further enhance the graduates' readiness for successful careers in hospitality management.



Keywords: *Behavior, Career preparedness, Competence, Employability skills, Hospitality Management, Personality traits, Self-management Teamwork*



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THE RESEARCHERS



DEDICATION

This research is dedicated to our parents for their unwavering love and support and providing us the necessary resources to carry out this research. In addition, this study is dedicated to the teachers who made this study possible by guiding the researcher to do this study. We dedicate this paper to the graduates of Misamis University as they serve as inspiration in the conduct of this study. We seek and dedicate this entire research to our Almighty God who has given us the strength, knowledge, wisdom, protection and will to continue and remain positive to complete this research.

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INTRODUCTION

Choosing a career path is crucial since it requires competence and passion in embarking on their journey toward professional success. The hospitality graduates seeking entry-level jobs in the industry face the dilemma of keeping abreast and aligning their skills with their needs and expectations, making employability skills one of the fundamental issues. Employability skills are the primary concern for job seekers and employers nowadays.

In an increasingly interconnected and competitive global job market, the employability of graduates has become a paramount concern for both individuals and nations. The global perspective is indispensable in understanding the dynamics of the hospitality industry, which has evolved into one of the world's largest and most diverse sectors. As per the World Travel and Tourism Council (WTTC), the global travel and tourism sector generated 10.4% of the world's total GDP in 2019, employing over 330 million people. This sector's continued growth underscores the significance of preparing hospitality management graduates for a competitive and rapidly evolving job market in the Philippines and globally (WTTC, 2020).

In the Philippine context, the hospitality and tourism industry present an abundance of opportunities and promises significant economic growth. As reported by the Department of Tourism (DOT), in 2019, the Philippines warmly received more than 8 million international visitors, a testament to the country's

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	allure as a tourist destination. This influx of tourists contributed substantially to the nation's economic prosperity. Furthermore, owing to its strategic location and rich cultural heritage, the Philippines continues to captivate international and domestic travelers, making it an enduring magnet for tourism (DOT, 2020). Hospitality Management has risen as a linchpin in bolstering economic growth and ensuring stability in the Philippines. The hospitality and tourism sector has steadily expanded, attracting investments and providing gainful employment to a substantial portion of the Filipino populace. According to data from the Philippine Statistics Authority (PSA), in 2019, the tourism sector accounted for a remarkable 12.7% of the nation's total employment, offering livelihoods to over 5.7 million individuals. Moreover, this sector's contribution to the Gross Domestic Product (GDP) soared to an impressive 12.7%, underscoring its pivotal role in the Philippine economy (PSA, 2020). The students could deluge deeper insights and gain practical expertise in internships or industry exposure. Their perception of Business Management is likely more realistic than the challenges and opportunities in the field. Students may understand the complexities of Business Management, including the need for adaptability problem solving skills, and adaptability to navigate ever-changing needs in the industry. They may also have a clearer understanding of specific career paths available in Business Management, such as finance, marketing, human resources, and entrepreneurship (Marciniak et al.,2020). The students' perception of Hospitality Management may characterize optimism as students	
		

may have a more pragmatic and informed perspective. Students may be attracted to the idea of being successful business executives, leading teams, and making strategic decisions. Their perception may be influenced by success stories of business tycoons and entrepreneurship, often highlighted in the media (Vecaldo,2020).

However, as students progress through their studies, they may develop a more balanced understanding of Hospitality Management's success, which requires not only ambition but also hard work, dedication, and continuous learning. Students' perceptions may also differ regarding the challenges they anticipate in their chosen career paths. Students may have a more romantic view, perceiving business or Hospitality Management as a smooth, straightforward path toward success. Contrastingly, the 4th year students may have a realistic understanding of the challenges in the Business of Hospitality Management Environment (Miller, 2019.).

In this vein, the promising income in hospitality management, career preparedness, and employability skills are essential for graduates to thrive in the industry. Therefore, the curriculum must be designed and aligned with industry needs. The curriculum should focus on teaching theoretical knowledge and practical skills in real-world experiences.

Relatively having a strong foundation of career preparedness and employability skills is crucial, especially for those pursuing hospitality management. The curriculum is a springboard skill relevant for aspiring

professionals in these fields. A comprehensive understanding of the industry is essential, including knowledge of various hospitality sectors, such as hotels, restaurants, event planning, and tourism. Moreover, a strong focus on leadership development is crucial for those aspiring to move up the career leadership in hospitality management, Morse, (2020).

This study aims to show the career preparedness of the local unit for hospitality management graduates. The researcher seeks to solve the issue that most job seekers face, specifically the hospitality management graduates' insight into their current situation in the hospitality sector. The issue that the researcher eradicated is the lack of industrial employment within the local area, which is in line with their course, especially in dealing with hotels, restaurants, and more. As the city improves its economic growth through tourism and hospitality hubs, it isn't easy to conceptualize if the implemented curriculum is effective for the graduates. To make it realistic, the local government should address this kind of issue to help hospitality management graduates seek jobs within the local area as part of their career preparedness. Furthermore, dealing with the industry of goods and production is necessary, and having skills and competence is needed to boost the community's growth. That is why the locals should be a foundation for graduates who seek a job that deals with managing enterprises and businesses.

Moreover, the locals should consider that career preparedness paths for hospitality management graduates will help the economic industry grow through its investment and labor. Likewise, this research is important to help hospitality

management graduates identify the specific strengths and shortcomings of their skills within the local government unit of Ozamiz City. On the other hand, this study is beneficial for students who took up Bachelor of Science in Hospitality Management because the result will surely be based on thorough investigation within the locals and if the curriculum is effective to allow graduates to make a smooth transition into the workforce.

On the one hand, reviews in this area greatly help the advent of ASEAN integration, where industries find it challenging to hire globally competitive graduates with the necessary skills and attitudes (Verma et, 2018). The call for further learning and development in this area has encouraged the researcher to work on this domain to add fresh insights and discourse about the topic.

THEORETICAL FRAMEWORK

This study was anchored on the Mismatch Theory (Korphi & tahlin 2009) and the Career Development Theory (Super, 1957).

The Mismatch Theory suggests that a misalignment between educational qualifications and job requirements can lead to lower employability. In hospitality management, this theory can explore whether graduates feel their education adequately prepared them for their careers or if there is a disconnection between what they learned and what employers expect (Korpi & Tahlin, 2009).

The mismatch theory, explains how career development, experience, professional knowledge and skills, generic skills, and emotional intelligence help students and graduates prepare for the workplace (Pool & Sewell, 2007; Sumanasiri et al., 2015), supported the implications of these findings. Although generic abilities alone could not close the employability gap for students, companies were quite particular about the talents they wanted in their prospective employees. Many of these generic skills were cited by companies as essential in the hiring process. As such, they can be built within the curriculum to assist students in preparing for their future careers while still in university.

Furthermore, skill development and achievement of essential competencies throughout school days influence individual professional interests and trajectories, as well as how they will handle career-related responsibilities and

navigate the landscape of career progression. Furthermore, understanding the educational features would assist graduates in progressing and growing in their professions and dream employment (Lent and Brown, 2013).

Career Development Theories, such as Super's Career Development Theory, explore how individuals go through stages of career development, from exploration to establishment. This framework can help analyze how hospitality management graduates progress and how preparedness impacts their career development (Super, 1957).

The study is based on career development theory to understand job preparedness and employability skills. According to this approach, preparing students is a developmental process in which the students explore several occupations. They may also offer guidance on their development, enhance career self-efficacy and results expectations, and advance educational or vocational goals (Lent & Brown, 2013). Higher education institutions (HEIs) have been under intense pressure in recent decades to provide students with courses aligned with the skills and traits required by industry and employers. According to Harvey (2010), HEIs provide a variety of employability improvement programs for students. Some of these changes are implicit in the college curriculum.

Others, on the other hand, stand out and are produced as add-on courses or value-added learning opportunities. Nonetheless, education is not a guarantee of a successful profession. It may provide a benefit, but it's never a guarantee of success. The researcher discovered no studies that deal with the issue in the

context of hospitality students or the hospitality industry. Furthermore, most of the research on job preparedness concentrated on prior expertise in the field or what students had learned in school, with no emphasis on how to apply their newly acquired understanding and skills to new experiences and issues (Bissell, 2017).

In addition, most research utilizes standardized methodologies such as demographics and educational profiles, which differs from our study, which examined the relationship between career preparedness and employability abilities (Rahman, 2010; Sunday, 2013).

CONCEPTUAL FRAMEWORK

Career Preparedness

It is a foundation for a successful professional journey. This basis highlights the development of soft skills, flexibility, and an innovative mindset in addition to the usual domains of academic qualifications.

Personality

Personality is a set of relatively stable personality traits that impact how people perceive and interact with their surroundings. An individual's identity is formed by a combination of innate behaviors, environmental influences, experiences, and behaviors (Allport, 1937).

Competencies

Business management is more likely to be realistic regarding the real challenges as well as the opportunities that exist in the field. Competencies are observable characteristics and abilities that allow and boost a job's efficiency or performance. (Niessipbabiva, 2012) Competency is a set of knowledge, abilities, skills, experiences, and behaviors that leads to effective performance in an individual activity.

Behavior

The test of the correlation between career preparedness and employability abilities indicated a substantial relationship between the two variables. This

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	suggests that hospitality students' career preparation is favorably and statistically associated with their employability abilities but less than the threshold for measuring correlation. In other words, increasing students' job preparedness would likely boost their employability abilities (Apkinson, D, & Thornpon 2022). Human behavior is influenced by three major factors: desire, emotion, and knowledge. Emotional intelligence is the ability to identify and understand emotions in yourself and others and apply this knowledge to control your behavior and interactions. Attitude is essential since your behaviors reflect how you feel. Employability Skills It is a vital skill that allows people to succeed in their professional positions and acquire a job. These abilities cover an array of competencies, such as strong work ethics, problem-solving abilities, teamwork, effective communication, and adaptability. <i>Communication Skills</i> On the other hand, Individually, it has been found that generic skills have the greatest effect and predict employability skills. These findings encourage the premise of Losekoot et al. (2018) and Pool and Sewell (2007) that a well-defined career development plan, meaningful educational experiences, relevant professional knowledge and skills, acquired generic skills, and emotional intelligence enable students and graduates to be attractively prepared for the workplace. <i>Teamwork</i>	
		

Teamwork is a collaborative effort that develops when individuals work together to achieve the same goal while combining their various abilities, perspectives, and abilities. Teamwork depends fundamentally on collaboration and communication. Individuals need to overcome their personalities and collaborate toward a common goal, using each other's strengths and adjusting for flaws. Effective teamwork develops a sense of mutual trust, shared accountability, and a supportive environment in which ideas can grow and obstacles can be overcome cooperatively (Goleman, 2013).

Leadership Skills

Students' fundamental, functional, and technical abilities must be emphasized through an outcomes-based and industry-tailored course curriculum. Similarly, teaching members may continue to attend Training and seminars to stay current and pass on new information to students.

They have eight students. The adults' understanding of leadership skills is biased. Eight years of leadership experience. Scholars have diverse definitions of the term "leadership." Approaches can differ regarding facial expressions, relational influence, cognitive and emotional talents, character n connection in group orientation, and appeal to self-versus collective interest (Karagianni, D. 2018).

Self-Management



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	This study focused only on the perception of hospitality students; future researchers can conduct similar or related studies that consider industry perceptions of the employability of hospitality graduates. Furthermore, future researchers may perform related studies to reinforce this work's findings and examine and investigate other variables that can influence employability abilities, such as life skills, soft skills, and technical skills, Omisakin & Nicami (2011). Self-management can refer to a variety of concepts and professions, including business, education, and psychology. Self-management refers to methods, abilities, and tactics that enable individuals to effectively lead their own activities toward achievement goals, such as decision-making, planning, scheduling, testing, tracking, self-evaluation, and self-development. Both the informed process and the consequence of self-management are understood.	
		

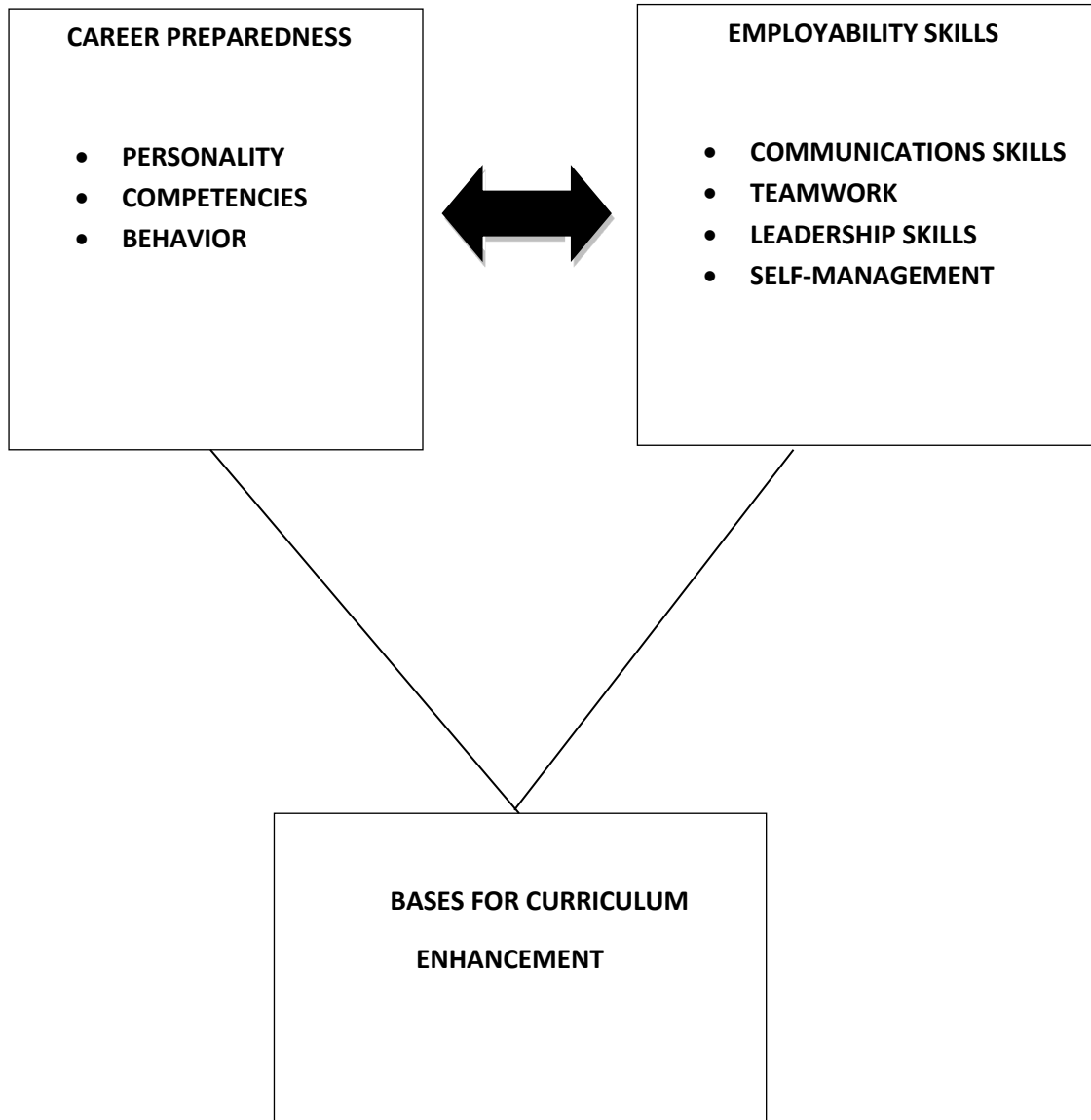


Figure 1. Schematic Diagram of the Study

RESEARCH OBJECTIVES

The study aims to determine the career preparedness and employability skills of hospitality management graduates based on curriculum enhancement:

Specifically, the study envisions to answer the following questions.

1. What is the level of career preparedness of BSHM graduates in terms of personality, competencies, and behavior?
2. What is the level of employability skills BSHM graduates possess in terms of communication skills, teamwork, leadership skills, and self-management?
3. Is there a significant relationship between career preparedness and employability skills of Hospitality Management graduates?
4. What is the proposed curriculum enhancement based on the generated results and findings of the study?

Null Hypothesis:

HO1: There is no significant relationship between career preparedness and employability skills of Hospitality Management graduates.

RELATED LITERATURE**Career Preparedness**

The overall degree of professional preparedness of hospitality students is strong, as demonstrated by the study participants' responses, which were generally positive. The generic and hospitality-related skills indicators obtained high ratings, indicating that hospitality students frequently demonstrate such talents (Giampaolo, Pelloia, & Buhalis (2018).

The result of this study is consistent with Losekoot's (2018) assertion that hospitality students are well-prepared for their careers. These are transferable abilities that are essential for employment at a given level. Identifying the generic talents of hospitality students is critical since it indicates their drive to succeed in their field. This collection of talents includes communication, conceptual, analytical, teamwork, leadership, interpersonal skills, and managerial competencies.

The study findings also support the hypothesis given by Verma (2018) and Zopiatitis (2019) that promoting and integrating generic abilities among students' academic preparations and professional, industry-required skills is critical to establishing curriculum and educational institutions. They contended that before learning a few technical competencies related to the hospitality business, one

must have the necessary and generic talents such as communication, interpersonal, teamwork, and problem-solving abilities, among others.

Employability Skills

Singh, A. & Jaykumar (2019) determined the total degree of employability skills of hospitality students. The substantial number of desirable abilities can be attributed to the high scores given by respondents. Independent research is the indicator with the highest score. Prashanti (2019) gives excellent scores to the other indicators of communication skills, problem-solving abilities, teamwork, planning and organizing, creativity or invention, working with others, numeracy skills, ICT skills, and self-management skills. This result indicates that hospitality students can learn new things, learn from mistakes, accept feedback, and always recognize and access learning opportunities. Meanwhile, all other employability abilities are frequently demonstrated.

The study's findings support Thomas's (2018) assertion that life-long learning skills are critical employability competencies that hospitality students must possess. He went on to say that becoming independent, self-regulating learners is vital for success in any chosen route.

RESEARCH METHODOLOGIES**Design**

This study utilized a quantitative technique with a correlational research design. The descriptive correlational design is used in research to discover the association between various variables and present static images of occurrences (McBurney & White, 2009). In this study, the descriptive-correlational research method was used. This type of study would describe the facts and characteristics of the subject under examination. According to Cresswell (2012), the correlational research approach is a statistical test used to determine whether there is a tendency for two (or more) variables or two sets of data to change consistently. The purpose of correlational research is to discover the relationship between two or more variables. Descriptive research uses quantitative tools to describe what is, describing, recording, analyzing, and interpreting current occurrences. It makes a comparison or contrast and seeks links between pre-existing, unchanging factors. This strategy provides a more comprehensive understanding of hospitality management graduates' career readiness and employability skills.

Settings

This study was conducted at Ozamiz City, province of Misamis Occidental in Region X. Tourism in Ozamiz City played an important role; these employability skills made Hospitality Management graduates highly sought after for hotels,



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	resorts, restaurants, venues, events, and local tourism agencies. Their career preparation ensured they were well-equipped to contribute to the city's growing hospitality industry. Respondents The respondents of this study were the 91 BSHM graduates from 2019-2023. The researchers asked the purposely selected respondents for consent and approval to answer the questionnaire. Purposive sampling was used to select respondents for this study. Respondents for this study were chosen via purposive sampling. Purposive sampling entailed selecting individuals based on certain qualities and information to meet the research question, aim, and objectives during an inquiry (Campbell et al., 2020). Research Instrument The researchers conducted surveys using questionnaires that were distributed face-to-face and online. The data was collected and tallied for processing and easy interpretation for analysis. Career Preparedness. This was an adapted and modified 4-point Likert scale questionnaire. This was utilized to determine the level of career preparedness of Hospitality Management Graduates. Employability Skills. This was an adapted and modified 4-point Likert scale questionnaire. It was utilized to determine the level of career preparedness of Hospitality Management Graduates.	
		

In determining the career preparedness and employability skills of hospitality management graduates, the following skills will be used:

Scale		Continuum	Responses Interpretation
Strongly Agree	(4)	2.25-4.00	Very High
Agree	(3)	2.50-3.24	High
Disagree	(2)	1.75-2.49	Low
Strongly Disagree	(1)	1.0-1.74	Very Low

Data Gathering Procedure

The following data-gathering procedure was utilized in the study.

Graduates were contacted via email or social media; a link to the online survey was provided. In-person surveys were also conducted in cases where graduates were accessible. Participants were assured of the confidentiality of their responses. Academic institutions were referred or consulted to obtain relevant documents.

Data Analysis

The researchers utilized the following statistical tools to interpret the survey data:

The Weighted Mean and Standard Deviation were used to measure BSHM graduates' career readiness and employability abilities. The Pearson Correlation Coefficient (Pearson R) measured the degree of similarity between two variables. The most prevalent type of correlation coefficient was Pearson's correlation



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	coefficient. Pearson's correlation (sometimes known as Pearson's R) was a linear regression correlation coefficient. This instrument investigated the substantial association between Hospitality Management graduates' career readiness and employability abilities. Ethical Considerations All respondents were given consent papers containing the purpose of the research, their rights, and the use of their data before participating in the study. Before data collection, consent was requested. Data was safely kept, and only the research team could access it. A password secured digital information, and hard copies were stored in secure facilities. The research was conducted with the highest standards of honesty and transparency. Any conflicts of interest were disclosed. The research protocol was submitted for ethical review to the relevant institutional review board or ethics committee, and all ethical guidelines and regulations were followed.	
		

RESULTS AND DISCUSSION

Table 1
The Level of Career Preparedness of BSHM Graduates

Constructs	Mean	Std. Deviation	interpretation
Competence	3.659	.3050	Very high
Personality	3.723	.3322	Very high
Behavior	3.698	.3637	Very high
Career Preparedness	3.693	.2829	Very high

Table 1 represents the level of career preparedness of BHM (Bachelor of Science in Hospitality Management) graduates. Statistical figures have shown that the overall career preparedness is very high, with an overall weighted mean of 3.693 and a Std. Deviation of 0.2829. As reflected in terms of Personality (Mean=3.723, Std. Deviation= 0.3322), the BSHM graduates demonstrate a very high level of personality traits relevant to Career Preparedness. This suggests that their personal qualities, such as communication skills, adaptability, and interpersonal skills, are well-developed. In terms of competence (Mean= 3.659, Std. Deviation= 0.3050), the graduates exhibit a very high level of competence, indicating that they possess the necessary knowledge, skills and expertise required for their chosen careers in hospitality management.

Similarly, the respondents' behavior is rated as very high with a (Mean scores of 3.698 and a Std. Deviation of mean of 0.3637). This indicates that their actions and conduct in professional settings align with the expectations for successful careers in hotel management. This finding revealed that the graduates are well-prepared for their careers in terms of a combination of competence,

personality, and behavior. Hence, the BSHM graduates appear to be highly prepared for their careers, with very high ratings across the dimensions of competence, personality, behavior, and overall career preparedness. However, the low standard deviations indicate a relatively small amount of variability among the responses, suggesting a consistent perception of high preparedness among those providing feedback. This provides a premise that the program helps in developing well-rounded and competent professionals in the field of hospitality management.

The finding of the study best support with pieces of literature which asserts that the hospitality industry is characterized by rapid changes, necessitating educational institutions to align with market demands. It is essential to overcome the issue 33of bridging the gap between classroom teachings and industry requirements. The BSHM graduates displayed "high competence" in all specified abilities, which corresponded to the industry's evaluation of these competencies as "highly needed." Notably, a good "attitude" toward work appeared as the most important trait, alongside other competences.. Recommendations include fortifying and sustaining the current competency development training for BS HRM students, integrating industry-needed competencies into the curriculum, and infusing work attitude across disciplinary elements. These recommendations serve as the foundation for developing an action plan to improve the curriculum, ensuring that graduates are well-prepared to handle the changing demands of the dynamic hospitality sector.

Furthermore, according to Malonzo and Jonson (2020), many graduates



obtained regular jobs in the restaurant and hotel industries, particularly in front-of-house positions, as chefs, or as production assistants.. Among the graduate skills and attributes, teamwork skills and professionalism were identified as the most applicable in both initial and current employment. With these findings, the study suggests implementing a variety of procedures and strategies to improve and refine the employability and abilities of future BSHM graduates. These recommendations aim to address the challenges identified and ensure a more seamless transition from academic preparation to successful careers in the dynamic field of hospitality.

Individuals graduating from the BS Hospitality Management program, and subsequently pursuing careers within the industry, demonstrate a capacity to comprehend and address sustainability issues affecting the sector. These encompass social, economic, environmental, and operational aspects of the industry. Achieving sustainability requires a delicate balance between ongoing opportunities and challenges, necessitating the active involvement of individuals enlightened about establishing equilibrium in sustainable principles and practices (Deale, 2018)

Deale (2018) emphasizes the importance of education in promoting economic prosperity. While certain occupations may not mandate college degrees, the societal belief in the value of higher education persists. Enrolling in universities or colleges provides students with a higher education, increasing their job market competitiveness and satisfying the growing demand for trained professionals (Fronza & Villanueva, 2019).



The idea of career development offers an organized framework to assess how people change over the course of their careers. It explores the different aspects of choosing a career, defining goals, and the general course of one's professional life using a variety of concepts and principles. This theory explores how a range of elements, including personality, interests, talents, and unforeseen situations, shape and impact an individual's professional growth.

According to a statistical assessment of professional preparedness among Bachelor of Science in Hospitality Management (BSHM) graduates, there are very high levels in all relevant categories. Respondents consistently indicate that they are extremely well-prepared. Additionally, the graduates demonstrate outstanding skills, conduct, and personality traits. These findings imply that the BSHM curriculum does an outstanding job of developing well-rounded professionals by giving students the knowledge, abilities, and interpersonal abilities needed for fulfilling careers in the fast-paced area of hospitality management.

Table 2
The Level of Employability Skills of BSHM Graduates Possessed

Indicators	Weighted Mean	Verbal Interpretation
Communication Skills (Oral Communication)	3.677	Very high
Communication Skills (Written Communication)	3.529	Very high
Leadership Skills	3.571	Very high
Teamwork	3.726	Very high
Self-Management	3.688	Very high
Employability Skills	3.638	Very high

Table 2 outlines the employable abilities possessed by BSHM Graduates of the Bachelor of Science in Hospitality Management program. The highest mean is associated with Teamwork (3.726), followed by Self-Management (3.688), Communication Skills (Oral Communication) (3.677), Leadership Skills (3.571), Communication Skills (Written Communication) (3.529), and finally, Employability Skills (Overall Weighted Mean = 3.638). The verbal interpretations for all indicators indicate a very high level of skills. The Employability Skills is also categorized as very high, reinforcing the comprehensive readiness of BSHM graduates for employment. The consistency in the high ratings across all indicators, as indicated by the verbal interpretations and weighted means. Suggests a well-rounded skill set among BSHM graduates. This excellent evaluation indicates well for their prospects in the competitive job market, confirming the efficiency of the BSHM curriculum in nurturing a variety of employable skills necessary for success in the hotel management business (Breaux, 2019).

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	Teamwork (M=3.726) emerges as the most highly rated employability skill among BSHM graduates, reflecting their ability to collaborate effectively with others professionally. This is an important ability in the five sectors of hospitality management, where teamwork and coordination among staff members are critical for providing high-quality service. The emphasis on Teamwork is closely followed by high ratings in Self-Management, indicating that graduates have good organizational and self-regulation abilities, valuable traits in the dynamic and fast-paced hospitality sector. Communication Skills, both oral (M=3.677) and written(M=3.529), are rated very high, underlining the graduates' proficiency in conveying information clearly and professionally. Effective communication is paramount in hotel management, influencing interactions with guests, colleagues, and other stakeholders. Leadership Skills(M=3.571), although slightly lower in mean compared to the other indicators, are still rated very high. This implies that BSHM graduates demonstrate strong leadership qualities, which can be instrumental in managerial roles within hospitality sectors. The overall employability skills of hospitality students are notably high, as reflected in the consistently positive ratings provided by the respondents' independent study, which emerges as the indicator with the highest score, denoting a very high level of proficiency. Other factors include communication abilities. Problem-solving abilities, teamwork, planning and organization, creativity, and invention are all desirable. Working with people, numeracy, ICT, and self-management skills are also rated highly. This finding implies that hospitality students can learn new concepts, learn from mistakes, and accept feedback.	
		

When looking for entry-level work, recent hospitality graduates need to match their talents to industry demands and expectations.

According to Department of Labor and Employment (DOLE) data, the percentage of hired college graduates has decreased from 32% (255,498 employed out of 798,000 applications) to 28%.

In employment fairs held in 2019 and 2019, 28% (135,590 out of 487,640 applicants) (The Manila Times, 2018). Employability skills have emerged as a top priority for job seekers and companies. According to the Philippine Chamber of Commerce and Industry's Human Resources Development Foundation Inc. (PCCI HRDF, 2020), employers fear hiring young graduates due to perceived risks. There are two deficits in necessary skills and Training. Employers increasingly emphasize abilities over specific area knowledge, recognizing the importance of general talents. Fleming (2019) highlights the importance of applying learned information and skills to specific situations, claiming that people who can do so effectively are more marketable than those with knowledge but lack critical abilities. This shift in emphasis emphasizes the changing job market expectations, prompting fresh graduates to expand their skill sets to suit current industry demands.

This finding is consistent with the views of Bissell (2019) and Thomas (2018), who emphasize the relevance of lifelong learning skills as critical employability competencies for hospitality students. According to these researchers, the ability to become independent, self-regulating learners is critical to obtaining success in any chosen job path.



Similarly, the study's findings confirm Wrahatnolo and Munoto's (2018) assertions, emphasizing that organizations seek a defined set of talents specific to their operational needs, whether general or highly specialized. Functional, multidisciplinary talents such as computer literacy, oral and written communication, interpersonal skills, accounting, marketing, engineering, and culinary arts are also of interest to recruitment managers.

According to Phillpott (2019), the hospitality industry offers abundant employment opportunities and positively impacts local communities economically. With diverse options like restaurants, dining, cocktails, cruises, conferences, and nightlife, a plethora of job opportunities are available. Many individuals choose to establish long-term careers within the industry, gradually climbing the professional ladder. However, to excel, it is essential to acquire a critical set of skills.

In 2019, developments included a shift toward artificial intelligence technology, problems for three administrators managing multi-location teams, and communication concerns for millennials and younger generations. The modern workplace presents unique challenges for both employees and companies (Breux, 2019).

Zambas (2018) asserts that intense competition in a job market can lead to feelings of being overwhelmed and exhausted during the employment search, particularly with the challenge of securing callbacks and interviews. Several difficulties may arise in the pursuit of employment. The first challenge involves a lack of clear direction and a scattered approach to job hunting, which is unlikely to yield positive results. It's crucial to reconsider strategies, moving away from the



approach of indiscriminately submitting numerous applications daily. Another challenge is the possibility of missing opportunities, as some of the best jobs may not be advertised. Engaging with social networking platforms and reaching out to nearby companies can help discover unadvertised positions. Additionally, not securing interviews poses a third challenge, and addressing this requires a more thorough approach to resume building and potentially seeking mentorship. Lastly, even if interviews are secured, not receiving offers is the fourth challenge. Overcoming this involves extensive research on the organization, meticulous preparation for potential questions, and regular practice.

In the hotel industry, professional work offers considerable freedom and mobility, providing opportunities to interact with individuals from diverse backgrounds. While careers in tourism and hospitality are challenging, they can also be exceptionally fulfilling, offering a variety of roles for exploration and eventual specialization (Jobs, 2020). Job seekers must find positions that align with their abilities, offer fair compensation, and are with employers they find acceptable. However, the job search process is often filled with challenges, making it an unpleasant and frustrating experience (Kolar, 2019).

Communication skills, as highlighted by Chavez, Camello, Dotong, and Pamplona (2019), are crucial for graduates, especially those not accustomed to speaking in front of large audiences. Fresh graduates, as future leaders, and professionals in multidisciplinary environments, need to be equipped with organizational values and employability skills adaptable to different cultures.

Communication abilities, as emphasized by Chavez, Camello, Dotong, and others



Pamplona (2019) are critical for graduates, particularly those who are not used to speaking in front of large groups. As future leaders and professionals in diverse workplaces, fresh graduates must be equipped with organizational ideals and employability skills that are culturally flexible. Employability is an indistinguishable and misleading indicator of a student's overall gain when measured simplistically based on whether a graduate gets a job within six months of graduation. Honesty, commitment, diligence, attendance, punctuality, and a love of work are all regarded important factors in employability. Employability refers to the talents and characteristics that make a person appealing to potential employers. With the rapid increase in higher education enrollment, a diploma is no longer a guarantee of employment, and educational institutions are expected to provide students with employability skills and traits. However, the use of these abilities in education has sparked significant debate and disagreement.

Table 3
The Correlation between career preparedness and employability skills of Hospitality Management graduates

Correlations

Constructs	R-value	p-value	interpretation
Career preparedness and employability skills	.653**	.000	Perfect positive correlation/there is significant relationship

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the relationship between Career Preparedness and Graduates of Hospitality Management with Employability Skills. The correlation coefficient (R-value) is 653, and the associated p-value is 000. The correlation is interpreted as a "perfect positive correlation," implying that there is a strong and positive linear association between Career Preparedness and Employability Skills. Furthermore, the double asterisks (**) denoting significance 44 at the 0.01 level (2-tailed) indicate the correlation's substantial statistical significance.

The correlation coefficient of.653 indicates that as Career Preparedness increases, as the need for Hospitality Management graduates grows, so do their employability skills. This positive association indicates a genuine link between graduates' professional preparation and their presence of necessary abilities for employment. In practice, this means that well-prepared graduates for their occupations have higher levels of employability and vice versa. The null hypothesis is rejected based on the overall findings since there is a substantial

association between career preparedness and employability abilities of hospitality management graduates. The low p-value of .000 underscores the statistical significance of the correlation, providing strong evidence against the null hypothesis that there is no relationship between Career Preparedness and Employability Skills. The significance level of 0.01 indicates a high degree of confidence in the observed correlation, as it is well below the conventional threshold of 0.05.

This finding has important implications for both academic institutions and employers in the field of Hospitality Management. It suggests that efforts directed at enhancing career preparedness are likely to positively influence the development of employability skills among graduates, and vice versa. Institutions may consider integrated approaches to curriculum design and career development programs to ensure that graduates acquire knowledge specific to their field and cultivate the broader skills essential for success in the job market.

This finding aligns with the perspectives of Abdien (2019), who asserts that hospitality students enter the workforce well-equipped with the generic skills essential for employability. These transferable skills, crucial at various professional levels, play a predictive role in the student's success within their chosen field. Identification of these generic talents is critical because it predicts their future achievements in the industry, which extends beyond limited managerial competencies to include communication, conceptual, analytical, teamwork, leadership, and interpersonal skills.



The study's findings also corroborate Thomas's (2018) proposal, emphasizing that the cornerstone for building curriculum and educational programs is the development and integration of generic abilities alongside the acquisition of professional, industry-specific competencies. They argue that prior to mastery, in addition to technical skills relevant to the hospitality industry, students must have vital general skills such as communication, interpersonal, teamwork, and problem-solving ability.

Similarly, the findings corroborate Alexakis and colleagues' observations. Razak et al. (2018) and Jiang (2019). They contend that pupils should be competent not only in generic and functional areas but also in concentration areas such as hotels, tourist areas, food and beverages, events, and so on. These variables are essential to a student's preparation, increasing their employability and chances of success in the profession. While many technical skills can be learned on the job, generic and functional abilities are best developed and perfected throughout academic and school years.

The Proposed Curriculum Enhancement

Objective: In response to the dynamic landscape of the hospitality industry, the researcher recognizes the need to elevate the education and preparedness of hospitality management graduates. The rapidly evolving expectations of employers and the competitive nature of the field necessitate a comprehensive curriculum that addresses academic proficiency and cultivates essential soft skills crucial for career success. To meet these demands, we propose a strategic curriculum enhancement initiative to foster a well-rounded skill set in our graduates.

1. Collaboration with Industry Experts:

- **Objective:** Collaborate with seasoned industry experts to design and implement modules that align with current industry trends and demands.
- **Rationale:** Ensuring the curriculum reflects real-world scenarios and industry expectations enhances the practical relevance of the educational experience.

2. Faculty Training for Effective Delivery:

- **Objective:** Provide intensive training programs for faculty members to enhance their ability to deliver an enriched curriculum effectively.

- **Rationale:** Equipping our faculty with the necessary tools and methodologies ensures a high-quality learning experience for students.

3. Partnerships with Hospitality Organizations:

- **Objective:** Establish strategic partnerships with hotels and hospitality organizations to facilitate internships and real-world projects for students.
- **Rationale:** Real-world exposure through internships and projects fosters a seamless transition from academia to the professional arena.

4. Monitoring and Evaluation Framework:

- **Objective:** Develop a robust monitoring and evaluation framework to assess the impact of the curriculum enhancement on graduates' career success.
- **Rationale:** Continuous assessment is crucial to gauge the effectiveness of the enhanced curriculum and make informed adjustments as needed.

5. Stakeholder Feedback for Ongoing Improvement:

- **Objective:** Solicit feedback from students, alumni, and industry stakeholders to identify areas for improvement and refinement.
- **Rationale:** Ongoing feedback ensures a responsive curriculum that evolves with industry trends and meets the evolving needs of students and employers.

	Misamis University	36
	Through the systematic pursuit of these objectives, our institution aims to produce graduates who not only excel academically but are also well-equipped with the practical skills and industry insights needed for a successful and fulfilling career in hospitality management.	
		

Conclusion

Based on the gathered summary findings, it can be concluded that the career preparedness and employability skills of hospitality management graduates could serve as a foundation for curriculum development.

1. Career preparedness has been a pivotal driving force in today's workforce. Notably, the importance of personality, competence, and behavior of employees pave towards meeting the demands and challenges of this changing economy.

2. On the other hand, employability skills have become an important aspect of providing effective and efficient performance. Notably, teamwork, self-management, and communication skills are considered robust skill sets in various key aspects relevant to employability.

3. It has been established that career readiness and employability skills are directly associated. This could be linked to the belief that career development, professional knowledge, and skills prepare students and graduates to be thrown into the industry.

4. As a result, it is critical for academia to investigate the significance of job readiness and employability skills as it relates to reaching a greater employment rate. Moreover, one must understand that these factors could be developed while students are still in the university. Thus, skills development and career preparedness promote competence with individual career interests, and



navigating career growth should be the vision for curriculum enhancement among students.

Recommendations

Based on the conclusions drawn from the provided data, the following recommendations can be formulated:

1. The institutions should continue to emphasize the importance of skills development in modules and activities in the curriculum as it fosters the importance of adaptability of the graduates towards successful careers in hospitality management as it entails career preparedness.
2. The institutions should continue to closely monitor the employability skills among the students as it clearly develops competence towards ensuring the graduates are well-equipped for the demands of the hospitality industry.
3. The institutions should align their curriculum to cater to the career preparedness and employability skills among the students. This could be done by looking into the recruitment process's qualifications and incorporating it with the educational aspects, as it will help graduates advance and grow in their dream jobs.
4. The researchers recommended supporting the ongoing development and refinement of programs for Hospitality Management graduates, ensuring that they are not only academically proficient but also possess the essential soft skills and attributes vital for flourishing careers in the dynamic and competitive field of hospitality management.

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APPENDICES

APPENDIX A

Informed Consent Form



MISAMIS UNIVERSITY
OZAMIZ CITY

Dear Respondent,

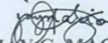
We are presently conducting research entitled "**Career Preparedness and Employability Skills of Hospitality Management Graduates: Bases for Curriculum Enhancement**". This is a requirement for the Bachelor of Science in Hospitality Management program. With this, we would like to ask cooperation to gather data and information from you by answering the survey questionnaire below.

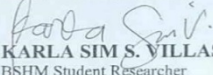
In accordance of RA 10173 of the Data Privacy Act of 2012, all personal and/or sensitive information solicited and disclosed from this questionnaire shall only be used for the study alone. Rest assured that your responses in this instrument will be kept confidential.

Thank you for taking time to complete this questionnaire.

Respectfully yours


LEILA B. JUMARITO
BSHM Student Researcher


JAY G. MACION
BSHM Student Researcher


KARLA SIM S. VILLASAN
BSHM Student Researcher

College of Business and Management
Misamis University
Ozamiz City, Misamis Occidental, Philippines
(088)-521-0367 / (088)-521-0431

APPENDIX B

Interview Guide Questionnaire

Career Preparedness and Employability Skills of Hospitality Management

Graduates: Bases for Curriculum Enhancement

Adapted from (Cos, et al., 2018)

I. Respondent's Profile

Name (Optional): _____

Age: _____

Year Graduated: _____

Sex: _____

I. Career Preparedness

Direction: Use the provided Likert scale to indicate your level of agreement or disagreement with each statement. Choose the option that best represents your perspective. :

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

Competence

Statements	4	3	2	1
1. I can work independently and in a team.				
2. I can manage stress and work under pressure.				
3. I can manage my time effectively and meet deadlines.				
4. I can solve problems creatively and think outside the box.				
5. I have the ability to adapt to change and learn new things quickly.				
6. I can work with people from different cultures and backgrounds.				
7. I am committed to providing a high-quality customer experience.				
8. I am committed to my professional development and am always looking to improve my skills and knowledge				
9. I can provide excellent customer service and resolve				

customer complaints effectively.

10. I am familiar with the latest trends and technology in the hospitality industry.

Personality

Statements	4	3	2	1
1. I can promote goodwill by being courteous, friendly and helpful to guests and colleagues.				
2. I can work well with others and listen attentively and constructively to ideas, suggestions, issues and concerns among co-workers				
3. I can calmly and unobtrusively handle problems with the guests who have their complaints.				
4. I can communicate well with customers with respect and pleasing personality.				
5. I can attain and maintain professional competence while doing the assigned tasks.				
6. I can apply maximum tolerant in stressful situations. I am smart enough in applying solutions to problems.				
7. I have work-related values that can help me give the demands in my work				
8. I have faith in God that gives me a positive attitude in my everyday life especially in fulfilling my work				
9. I am confident in myself in performing my job because I have the knowledge and skills it requires.				
10. I can improve my grooming to have a better disposition in my job.				

Behavior

Statements	4	3	2	1
1. I consistently show professionalism and have a positive attitude in my work				
2. I am remarkably adaptable and adept at navigating challenging situations within the dynamic realm of the hospitality industry				
3. I possess the innate ability to communicate effectively with both guests and colleagues				
4. I am proactive and relentlessly seek avenues for improvement and growth within my job				
5. I am wholeheartedly committed to perpetually enhancing my knowledge and skills in the field of hospitality management.				

Career Preparedness and Employability Skills of Hospitality Management

Graduates: Bases for Curriculum Enhancement

Adapted from (Ramisetty, et al., 2017)

I. Respondent's Profile

Name (Optional): _____

Age: _____

Year Graduated: _____

Sex: _____

II. Employability Skills

Direction: Use the provided Likert scale to indicate your level of agreement or disagreement with each statement. Choose the option that best represents your perspective. :

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

Communication Skills

(Oral Communication)

Statements	4	3	2	1
1. I can speak clearly and accurately when communicating with guests.				
2. I can listen attentively and respond appropriately to the customer's needs.				
3. I can build relationships and trust with customers.				
4. I can handle difficult conversations with guests professionally and respectfully.				
5. I can present in public confidently and effectively.				
6. I can use appropriate body language and nonverbal communication when communicating with guests and colleagues				
7. I can participate effectively in meetings and contribute to group discussions.				

Communication Skills

(Written Communication)

Statements	4	3	2	1
1. I can write clear and concise emails to guests and colleagues.				
2. I can write reports and other documents that are well-organized and informative.				
3. I can use social media to communicate effectively with customers and the public.				
4. I can write valuable and quality press releases and other media materials.				
5 I can write training materials that are clear, concise, and easy to understand.				
6 I can use correct grammar and punctuation in my writing.				

Leadership Skills

Statements	4	3	2	1
1. I am able to recognize alternative routes in meeting objectives.				
2. I am able to meet deadlines				
I am able to initiate changes to enhance productivity.				
4. I am able to emphasize and understand the needs of others				
5. I am able to respond positively to constructive criticism delegating work to peers				
6. I am able to delegate responsibility to subordinates				

Teamwork

Statements	4	3	2	1
1. I am able to maintain a positive attitude with my workmates with diverse behavior and personality				
2. I am able to adapt to changing situations at				



workplace				
3. I am relating well with the superiors				
4. I develop to maintain effective relationship with colleagues and superiors				
5. I have the ability to function effectively in a team				

Self-Management

Statements	4	3	2	1
1. I actively seek opportunities to develop my skills and knowledge				
2. I can use my time effectively to balance work and personal life				
3.. I can adopt to new technologies and tools in my field				
4. I am active in identifying and solving work problems				
5. I am self-motivated to achieve my career goals				
6. I have the abilities to work independently				
7. I independently manage time to complete the tasks				

APPENDIX C
Sample Filled-Out Questionnaire



MISAMIS UNIVERSITY
OZAMIZ CITY

Dear Respondent,

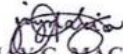
We are presently conducting research entitled "**Career Preparedness and Employability Skills of Hospitality Management Graduates: Bases for Curriculum Enhancement**". This is a requirement for the Bachelor of Science in Hospitality Management program. With this, we would like to ask cooperation to gather data and information from you by answering the survey questionnaire below.

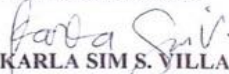
In accordance of RA 10173 of the Data Privacy Act of 2012, all personal and/or sensitive information solicited and disclosed from this questionnaire shall only be used for the study alone. Rest assured that your responses in this instrument will be kept confidential.

Thank you for taking time to complete this questionnaire.

Respectfully yours


LEILA B. JUMARITO
BSHM Student Researcher


JAY G. MACION
BSHM Student Researcher


KARLA SIM S. VILLASAN
BSHM Student Researcher



College of Business and Management
Misamis University
Ozamiz City, Misamis Occidental, Philippines
(088) 531-0267 / (088) 531-5344

APPENDIX A

Career Preparedness and Employability Skills of Hospitality Management

Graduates: Bases for Curriculum Enhancement

Adapted from (Cos, et al., 2018)

I. Respondent's Profile

Name (Optional): _____

Age: 23

Year Graduated: 2022

Sex: F

I. Career Preparedness

Direction: Use the provided Likert scale to indicate your level of agreement or disagreement with each statement. Choose the option that best represents your perspective.

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

Competence

Statements	4	3	2	1
1. I can work independently and in a team.	/			
2. I can manage stress and work under pressure.		/		
3. I can manage my time effectively and meet deadlines.		/		
4. I can solve problems creatively and think outside the box.	/			
5. I have the ability to adapt to change and learn new things quickly.	/			
6. I can work with people from different cultures and backgrounds.		/		
7. I am committed to providing a high-quality customer experience.		/		
8. I am committed to my professional development and am always looking to improve my skills and knowledge.	/			
9. I can provide excellent customer service and resolve customer complaints effectively.		/		
10. I am familiar with the latest trends and technology in the hospitality industry.	/			

Personality

Statements	4	3	2	1
1. I can promote goodwill by being courteous, friendly and helpful to guests and colleagues.		/		
2. I can work well with others and listen attentively and constructively to ideas, suggestions, issues and concerns among co-workers.		/		
3. I can calmly and unobtrusively handle problems with the guests who have their complaints.		/		
4. I can communicate well with customers with respect and pleasing personality.		/		
5. I can attain and maintain professional competence while doing the assigned tasks.		/		
6. I can apply maximum tolerance in stressful situations. I am smart enough in applying solutions to problems.		/		
7. I have work-related values that can help me give the demands in my work.	/			
8. I have faith in God that gives me a positive attitude in my everyday life especially in fulfilling my work.	/			
9. I am confident in myself in performing my job because I have the knowledge and skills it requires.		/		
10. I can improve my grooming to have a better disposition in my job.	/			

Behavior

Statements	4	3	2	1
1. I consistently show professionalism and have a positive attitude in my work.		/		
2. I am remarkably adaptable and adept at navigating challenging situations within the dynamic realm of the hospitality industry.	/			
3. I possess the innate ability to communicate effectively with both guests and colleagues.		/		
4. I am proactive and relentlessly seek avenues for improvement and growth within my job.	/			
5. I am wholeheartedly committed to perpetually enhancing my knowledge and skills in the field of hospitality management.	/			

APPENDIX B

**Career Preparedness and Employability Skills of Hospitality Management
Graduates: Bases for Curriculum Enhancement**

Adapted from (Ramisetty, et al., 2017)

II. Respondent's Profile

Name (Optional): _____

Age: 23

Year Graduated: 2022

Sex: F

II. Employability Skills

Direction: Use the provided Likert scale to indicate your level of agreement or disagreement with each statement. Choose the option that best represents your perspective.

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

Communication Skills

(Oral Communication)

Statements	4	3	2	1
1. I can speak clearly and accurately when communicating with guests.	/			
2. I can listen attentively and respond appropriately to the customer's needs.	/			
3. I can build relationships and trust with customers.	/			
4. I can handle difficult conversations with guests professionally and respectfully.	/			
5. I can present in public confidently and effectively.	/			
6. I can use appropriate body language and nonverbal communication when communicating with guests and colleagues.	/			
7. I can participate effectively in meetings and contribute to group discussions.	/			

Communication Skills
(Written Communication)

Statements	4	3	2	1
1. I can write clear and concise emails to guests and colleagues.	/			
2. I can write reports and other documents that are well-organized and informative.	/			
3. I can use social media to communicate effectively with customers and the public.	/			
4. I can write valuable and quality press releases and other media materials.		/		
5. I can write training materials that are clear, concise, and easy to understand.	/			
6. I can use correct grammar and punctuation in my writing.	/			

Teamwork

Statements	4	3	2	1
1. I am able to maintain a positive attitude with my workmates with diverse behavior and personality.		/		
2. I am able to adapt to changing situations at workplace.	/			
3. I am relating well with the superiors.	/			
4. I develop to maintain effective relationship with colleagues and superiors.	/			
5. I have the ability to function effectively in a team.	/			

Leadership Skills

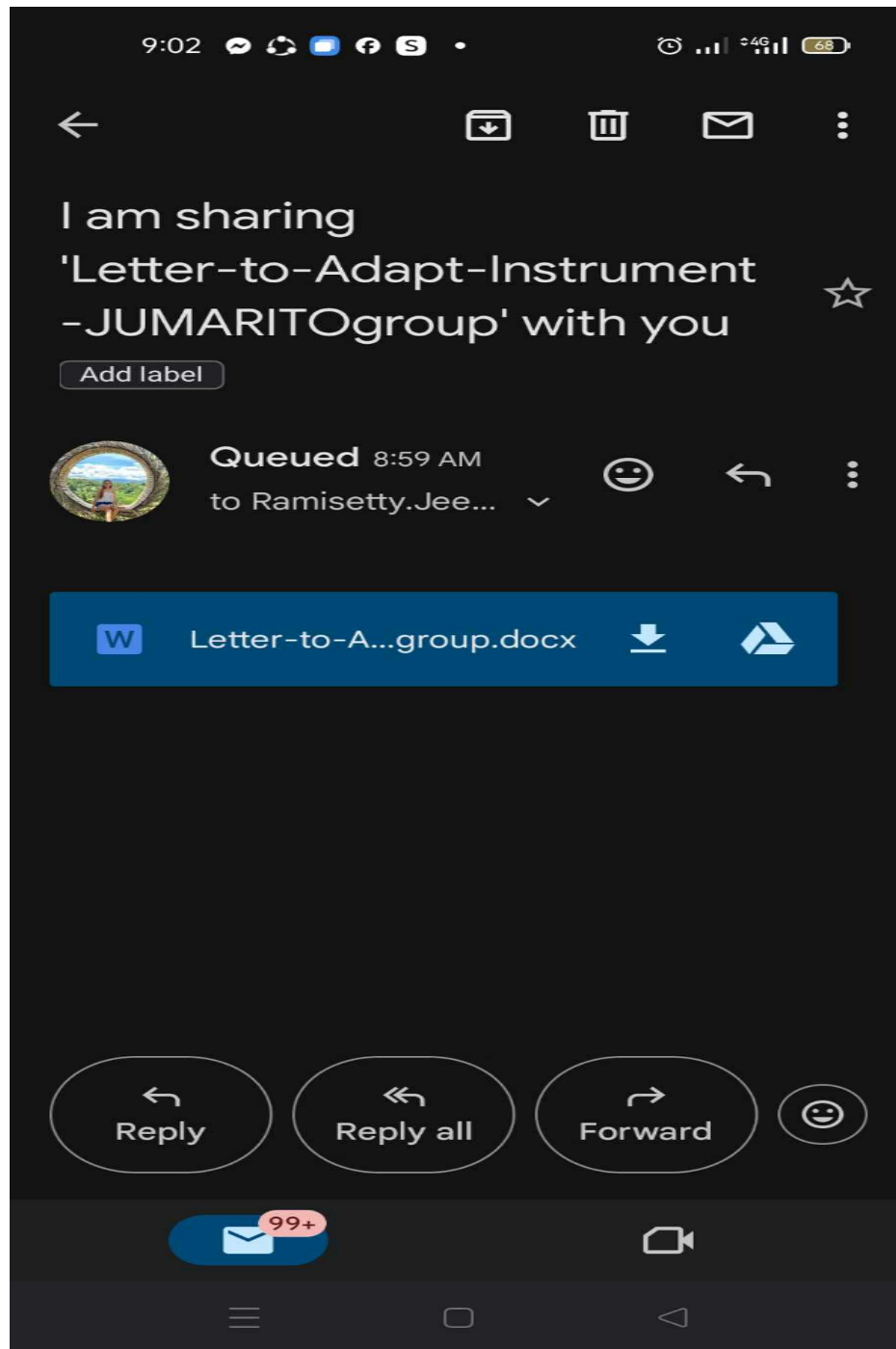
Statements	4	3	2	1
1. I am able to recognize alternative routes in meeting objectives.	/			
2. I am able to meet deadlines.	/			
3. I am able to initiate changes to enhance productivity.	/			
4. I am able to emphasize and understand the needs of others.	/			
5. I am able to respond positively to constructive criticism delegating work to peers.	/			
6. I am able to delegate responsibility to subordinates.	/			

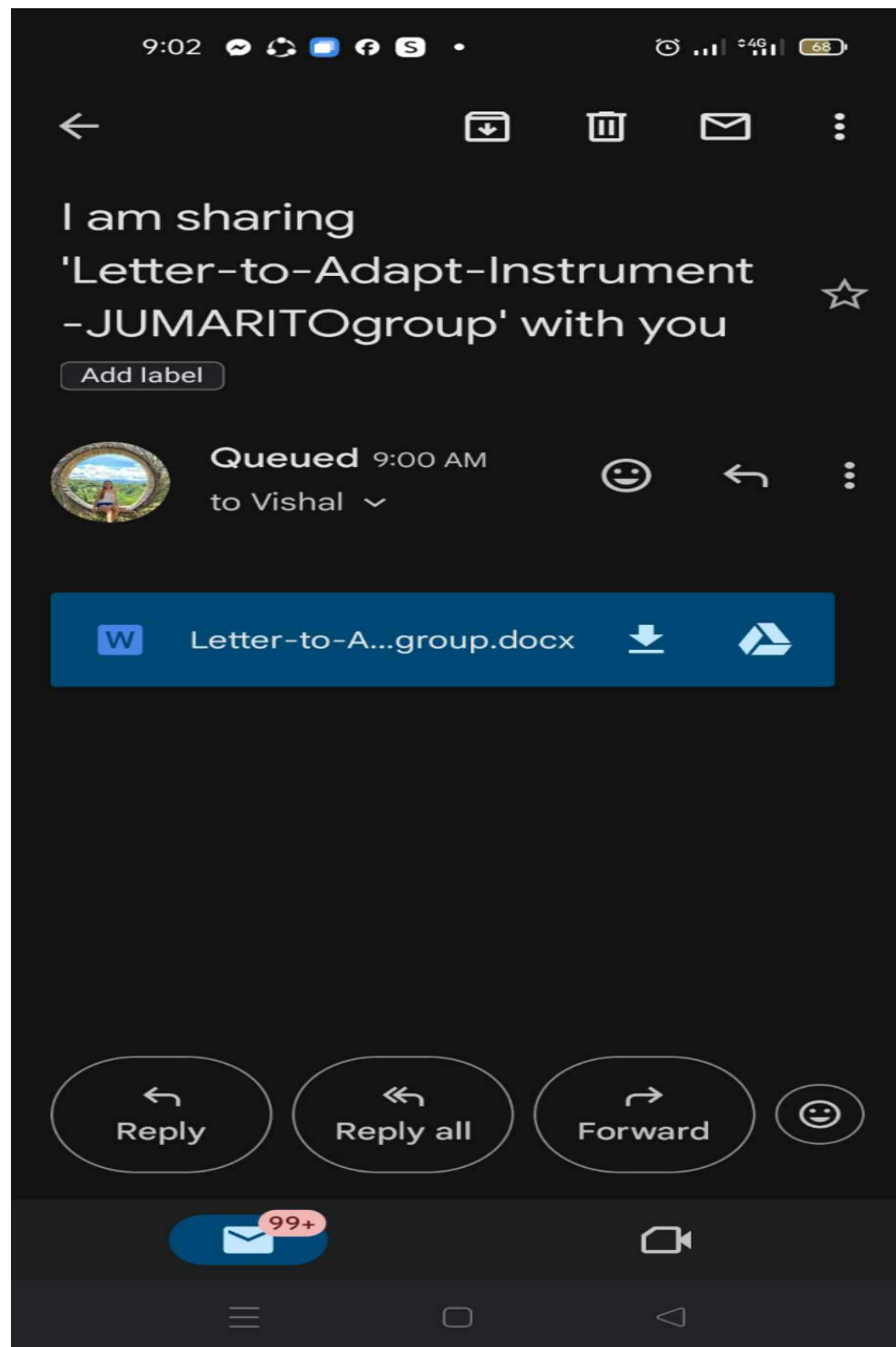
Self-Management

Statements	4	3	2	1
1. I actively seek opportunities to develop my skills and knowledge.	/			
2. I can use my time effectively to balance work and personal life.		/		
3. I can adopt to new technologies and tools in my field.	/			
4. I am active in identifying and solving work problems.	/			
5. I am self-motivated to achieve my career goals.	/			
6. I have the abilities to work independently.	/			
7. I independently manage time to complete the tasks.	/			

APPENDIX D

Request Letter to Adapt the Questionnaire





APPENDIX E

Approved Letter of Intent/Letter of Consent



MISAMIS UNIVERSITY
OZAMIZ CITY

November 22, 2023

VISHAL K. DESAI
Tata Consultancy Services
Arlington , Texas , United States

Dear Mr. Vishal,

Greetings!

The undersigned are students of Bachelor of Science in Hospitality Management in Misamis University undertaking thesis writing having the research entitled "*Career Preparedness and Employability Skills of Hospitality Management Graduates; Bases for Curriculum Enhancement.*"

For this, the study has its purpose to examine the career preparedness and employability skills of hospitality management graduates; bases for curriculum enhancement. As an output of the study, the researchers will propose to help future researchers, working professionals, and neighboring localities to be able to make better decisions and gain additional insights that are more in-line with their preferences and are within their capabilities.

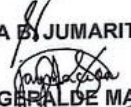
With this, we humbly ask for your approval to allow us to adapt your research instrument used in your study:

This is also to request for a copy of your survey questionnaire. Rest assured that the information that would be obtained will only be used for research purposes and would be treated with utmost confidentiality. With your expertise and generosity, we are humbly asking for your approval and rest assured that you will be properly cited.

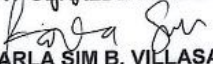
We are looking forward to your request and would merit your positive response.
Thank you.

Respectfully,

LEILA B. JUMARITO



JAY GERALDE MACION



KARLA SIM B. VILLASAN
BSHM Student Researchers

Received and Approved by:

Name: **VISHAL K. DESAI**
Author,

Noted by:


Mrs. Catherine D. Rosauro
Research Adviser

College of Business and Management
Misamis University
Ozamiz City, Misamis Occidental, Philippines
(088)-521-0367 / (088)-521-0431



MISAMIS UNIVERSITY
OZAMIZ CITY

November 28, 2023

RAMISETTY JEEVAN KUMAR
Associate Professor of Tourism
Bengaluru , Karnataka , India

Dear Mr. Ramisetty,

Greetings!

The undersigned are students of Bachelor of Science in Hospitality Management in Misamis University undertaking thesis writing having the research entitled "*Career Preparedness and Employability Skills of Hospitality Management Graduates; Bases for Curriculum Enhancement.*"

For this, the study has its purpose to examine the career preparedness and employability skills of hospitality management graduates; bases for curriculum enhancement. As an output of the study, the researchers will propose to help future researchers, working professionals, and neighboring localities to be able to make better decisions and gain additional insights that are more in-line with their preferences and are within their capabilities.

With this, we humbly ask for your approval to allow us to adapt your research instrument used in your study:

This is also to request for a copy of your survey questionnaire. Rest assured that the information that would be obtained will only be used for research purposes and would be treated with utmost confidentiality. With your expertise and generosity, we are humbly asking for your approval and rest assured that you will be properly cited.

We are looking forward to your request and would merit your positive response.
Thank you.

Respectfully,

LIELA B. JUMARITO

JAY GERALDE MACION

KARLA SIM B. VILLASAN
BSHM Student Researchers

Received and Approved by:

Name: **RAMISETTY JEEVAN KUMAR**
Author,

Noted by:

Mrs. Catherine D. Rosauro
Research Adviser

College of Business and Management
Misamis University
Ozamiz City, Misamis Occidental, Philippines
(088)-521-0367 / (088)-521-0431





MISAMIS UNIVERSITY
OZAMIZ CITY

October 16, 2023

Ms. Louella Faye R. Lazaro
University Registrar

Dear Ms. Lazaro

Greetings!

The undersigned are students of Bachelor of Science in Hospitality Management (BSHM) in Misamis University undertaking thesis writing having the research entitled: **"Career Preparedness and Employability Skills of Hospitality Management Graduates: Bases for Curriculum Enhancement"**.

For this, the study has its purpose to enhance the curriculum for hospitality management graduates by including career preparedness and employability skills, ensuring that graduates are well-equipped to succeed in the industry's competitive and dynamic environment. As an output of the study, the researcher will propose to enhance the curriculum of hospitality management program through determining The career preparedness and employability skills of previous hospitality management graduates.

With this, we humbly ask permission from the 2019-2023 Hospitality Management graduates to answer the questions related to the study. Rest assured that the information that would be obtained will only be used for research purposes and would be treated with utmost confidentiality.

Should you have any concerns regarding this query, here are my contact details: 09773280903 and email address leilabjumarito19@gmail.com

We are looking forward to your request and would merit your positive response.
Thank you.

Respectfully,

LEILA B. JUMARITO

JAYCINACION

KARLA SIM S. VILLASAN
BSHM Student Researchers

Received and approved by:

LOUELLA FAYE R. LAZARO
University Registrar

Noted by:

CATHERINE D. ROSAURO
Research Adviser

College of Business and Management
Misamis University
Ozamiz City, Misamis Occidental, Philippines
(088)-521-0367 / (088)-521-0431



APPENDIX F
Statistical Output

Career Preparedness and Employability Skills of Hospitality Management
Graduates: Bases for Curriculum Enhancement

The study aims to determine the career preparedness and employability skills of hospitality management graduates.

Specifically, the study envisions to answer the following questions.

What is the level of career preparedness of BSHM graduates, in terms of personality, competencies; and behavior?

Constructs	Mean	Std. Deviation	interpretation
Competence	3.659	.3050	Very high
Personality	3.723	.3322	Very high
Behavior	3.698	.3637	Very high
Career Preparedness	3.693	.2829	Very high

Note: Career Preparedness is the overall weighted mean...

Descriptive Statistics

	N	Mean	Std. Deviation
Competence	92	3.659	.3050
Personality	92	3.723	.3322
Behavior	92	3.698	.3637
Career Preparedness	92	3.693115942	.2828659382
Valid N (listwise)	92	028985	72670

What is the level of employability skills of BSHM graduates possessed in terms of communication skills, teamwork, leadership skills and self-management?

Constructs	Mean	Std. Deviation	interpretation
Communication Skills (Oral Communication)	3.677	.3631	Very high
Communication Skills (Written Communication)	3.529	.3950	Very high
Leadership Skills	3.571	.4617	Very high
Teamwork	3.726	.3863	Very high
Self-Management	3.688	.3600	Very high
Employability Skills	3.638	.2916	Very high

Note: Employability Skills is the overall weighted mean...

Descriptive Statistics

	N	Mean	Std. Deviation
Communication Skills (Oral Communication)	92	3.677018633	.3630559568
Communication Skills (Written Communication)	92	3.528985507	.3950307136
Leadership Skills	92	3.570652173	.4617438515
Teamwork	92	3.726	.3863
Self-Management	92	3.687888198	.3599913705
Employability Skills	92	3.638126293	.2915892222
Valid N (listwise)	92		

Is there a significant relationship between career preparedness and employability skills of Hospitality Management graduates?

Tests of Normality

Constructs	p-value	interpretation
Career Preparedness	.000	Not normally distributed
Employability Skills	.000	Not normally distributed

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Career Preparedness	.139	92	.000	.892	92	.000
Employability Skills	.113	92	.006	.927	92	.000

a. Lilliefors Significance Correction

Correlations

Constructs	r-value	p-value	interpretation
Career preparedness and employability skills	.653**	.000	Perfect positive correlation/there is significant relationship

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

			Career Preparedness	Employability Skills
Spearman's rho	Career Preparedness	Correlation Coefficient	1.000	.653**
		Sig. (2-tailed)	.	.000
		N	92	92
	Employability Skills	Correlation Coefficient	.653**	1.000
		Sig. (2-tailed)	.000	.
		N	92	92

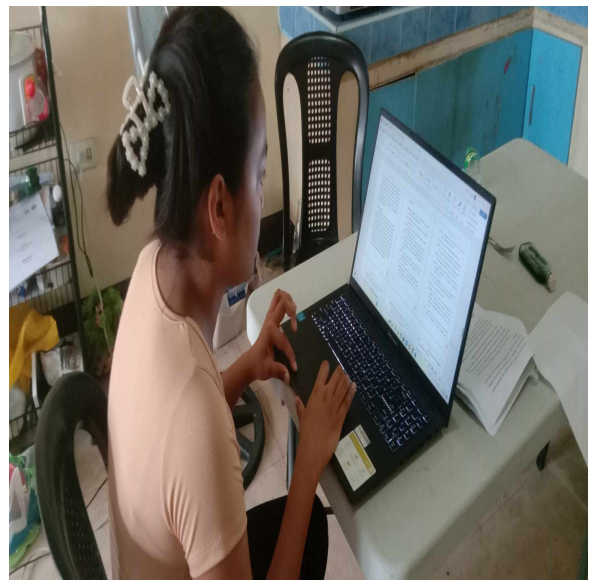
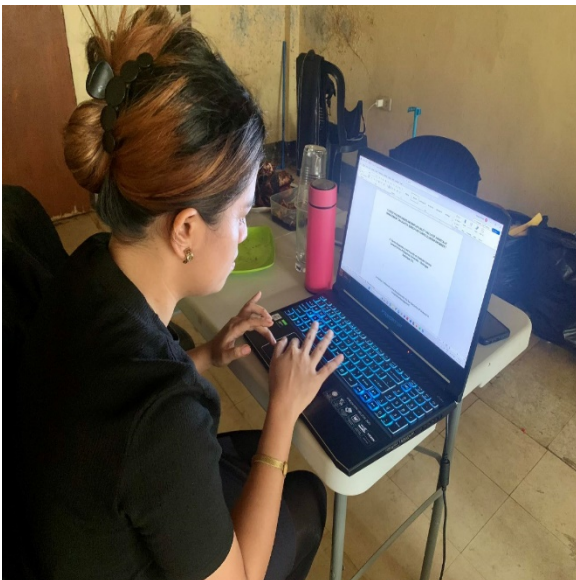
** . Correlation is significant at the 0.01 level (2-tailed).

What is the propose curriculum enhancement based on the generated results and findings of the study?

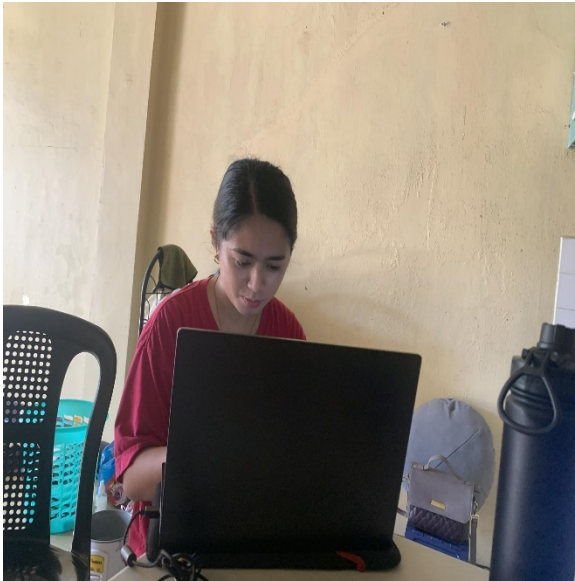
NOTE: THIS WILL DEPEND ON YOUR ADVISERS ANALYSIS OR YOUR'S... GOOD LUCK...

APPENDIX G

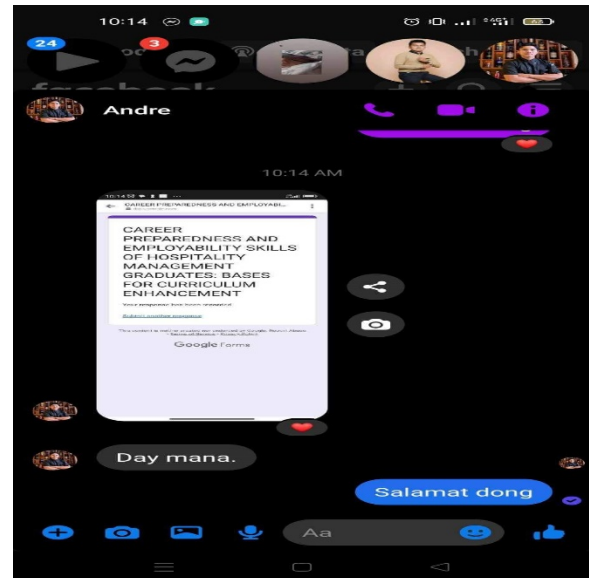
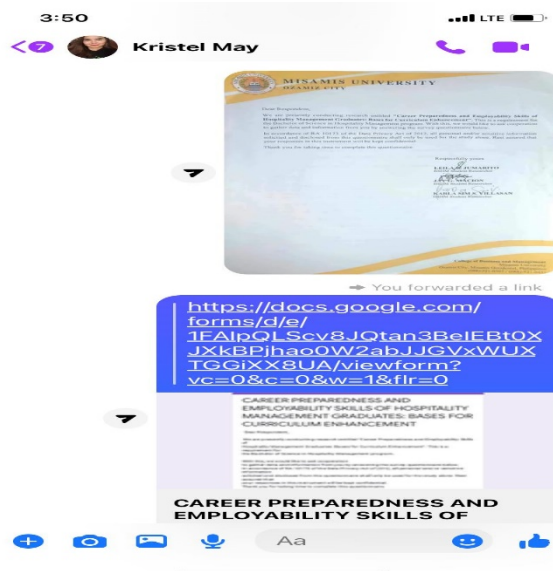
Documentation (Photos and Action)



Making a request letter for the list of BSHM graduates from 2019-2023 and presenting it to Registrar's Office



Gathering ideas and revising our paper



Chatting to the one of our respondents and sending our request letter together with the questionnaire



Checking the paper with our Research Adviser



Giving a printed questionnaire to one of the graduates of BSHM for the A.Y 2021=2022

APPENDIX H

Plagiarism Test Result



Similarity Report ID: [28447:48736375](#)

PAPER NAME

JUMARITO_RESEARCH.docx

WORD COUNT 9009

Words

CHARACTER COUNT 56051

Characters

PAGE COUNT 48

Pages

FILE SIZE

98.8KB

SUBMISSION DATE

Jan 8, [2024](#) 8:52 AM GMT+8

REPORT DATE

Jan 8, [2024](#) 8:54 AM GMT+8

● 28% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 17% Internet database2% Publications database
- ~~Crossref databaseCrossref~~ Posted Content database
- 26% Submitted Works [database](#)

● Excluded from Similarity Report

- Bibliographic material
- Manually excluded [sources](#)
- Manually excluded text blocks

APPENDIX I

Grammarly Test Result



Report: JUMARITO_RESEARCH_group_J

JUMARITO_RESEARCH_group_J

by Misamis University

General metrics

66,735	8,956	694	35 min 49 sec	1 hr 8 min
characters	words	sentences	reading time	speaking time

Score



This text scores better than 97% of all texts checked by Grammarly

Writing Issues

170	63	107
Issues left	Critical	Advanced

Plagiarism

This text hasn't been checked for plagiarism



APPENDIX J

Curriculum Vitae

LEILA B. JUMARITO

Address: P1, Mobod, Oroquieta City, Misamis Occidental
Contact Number: 09773280903
Email: leilabjumarito19@gmail.com



Objective:

Secure a responsible career opportunity to fully utilize my training and skills while significantly contributing to the company's success.

Experience

Work Immersion January 2019
 Human Resource Department
 Towncenter, Canubay, Oroquieta City, Misamis Occidental

Seminars And Training Attended

- **Career Orientation Seminar in the Cruise Line**
 Magsaysay Center for Hospitality and Culinary Cebu City
 April 24, 2023
- **Lecture on Hotel Operations or MICE Management**
 SEDA Hotel, Cebu City
 April 25, 2023
- **Lecture and Demonstration on Basic Housekeeping and Bed-making**
 Mezzo Hotel, Cebu City
 April 26, 2023
- **Cake Decorating and Customizing using Fondant**
 MU Manor, Ozamis City
 June 09, 2023

Education

ELEMENTARY

Mercy Junior College (2011)

JUNIOR HIGH SCHOOL

Mercy Junior College (2016)

SENIOR HIGH SCHOOL

Stella Maris College

Accountancy, Business, Management (2019)

COLLEGE

Bachelor of Science in Hospitality Management
 MISAMIS UNIVERSITY (2023)

Skills

- Time management
- Resourceful
- Cooperative

References

Mrs. Catherine D. Rosauero, MBA, MIHM
 Faculty
 MISAMIS UNIVERSITY
 09518855461
 catherine.rosauero@mu.edu.ph

JAY G. MACION

Address: P-6 Tabid, Ozamiz City, Misamis Occidental

Contact Number: 09305787058

Email: macionjay2@gmail.com



Objective:

To obtain a challenging business management position that provides knowledge and skill and the opportunity for personal growth and advancement within the industry.

Experience

Work Immersion
Tangub City Tourism Office
Front Office Clerk
Local Tour Guide

Seminars And Training Attended

- Career Orientation Seminar in the Cruise Line
Magsaysay Center for Hospitality and Culinary Cebu City
April 24, 2023
- Lecture on Hotel Operations or MICE Management
SEDA Hotel, Cebu City
April 25, 2023
- Lecture and Demonstration on Basic Housekeeping and Bed-making
Mezzo Hotel, Cebu City
April 26, 2023
- Cake Decorating and Customizing using Fondant
MU Manor, Ozamis City
June 09, 2023

Education

ELEMENTARY
Tangub City Central School (2012)
JUNIOR HIGH SCHOOL
Tabid National High School (2017)
SENIOR HIGH SCHOOL
Tangub City National High School,
TVL-HE Tourism (2020)
COLLEGE
MISAMIS UNIVERSITY (2023)
Bachelor of Science in Hospitality Management

Skills

- Honest & Trustworthy
- Hardworking
- Time Management
- Eager to be trained and learn new skills

References

Mrs. Catherine D. Rosauo, MBA, MIHM
Faculty
MISAMIS UNIVERSITY
09518855461
catherine.rosauo@mu.edu.ph

Villasan, Karla Sim B.

Address: Poblacion Mahayag Zamboanga del Sur
Contact Number: 09753067672
Email: karlasimvillasan@gmail.com

Objective:

I am seeking a challenging position in a reputed organization where I can learn new skills, expand my knowledge, and leverage my learnings and a role in a company where I can contribute my ideas and be mentored towards a successful career. Create value for my prospective employer through my dedicated and diligent efforts.

Experience

La Pergola

Waitress , Wedding Decor , Cashier (Sideline 2016-2021)
Molave, Pagadian City

H.O.T (Vice President 1st Semester)

Organization Officer, 2018-2019
Misamis University, Ozamiz City

Rescuer Officer

Rescuer Officer, 2016- 2017
Mahayag School of Arts and Trade

SEMINARS/WEBINARS

- Career Orientation Seminar in the Cuisine Line Industry, MICAH Cebu
- Lecture and Demonstration on Basic Housekeeping and Bedmaking, Mezzo Hotel
- Cake Decorating and Customizing using Fondant, MU Manor, Misamis University Ozamiz City
- Sex Education and H.I.V Awareness Seminar
- Gender Equality Seminar
- Balloon Décor Workshop

CERTIFICATES

- Vice President of Hoteliers of Tomorrow Organization (1st Semester) S.Y 2018-2019
- Food Safety and Sanitation and the HACCP Principle
- 1st Place in Winning as the Best Dream Cake Design
- 1st Place in Winning Jelly Based Competition (2nd Semester) October 23, 2018
- W.A.T.T Certificate of Completion



Education

ELEMENTARY

Mahayag Central School (2013)

JUNIOR HIGH SCHOOL

Mahayag School of Arts and Trade (2017)
TVL- Home Economics

SENIOR HIGH SCHOOL

Mahayag School of Arts and Trade (2019)
TVL- Home Economics

COLLEGE

Bachelor of Science in Hospitality Management
MISAMIS UNIVERSITY (2023-Present)

Skills &Special Interest

- Cooking
- Housekeeping
- Serving
- Work Ethic
- Multitasking

References

Mrs. Ruby Salig, MBA, MIHM
Faculty
MISAMIS UNIVERSITY
09759939457
ruby.salig@mu.edu.ph

Mrs. Catherine D. Rosauo, MBA, MIHM
Faculty
MISAMIS UNIVERSITY
09518855461
catherine.rosauo@mu.edu.ph