

**BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT
GRADUATES' PERCEIVED EMPLOYABILITY SKILLS,
INDUSTRY COMPETENCIES, AND
CAREER PREPAREDNESS**

**A Thesis Presented to
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Ozamiz City**

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

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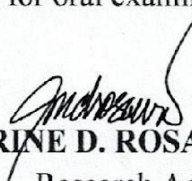
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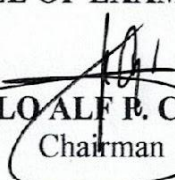
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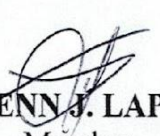
In partial fulfillment of the requirements for the degree Bachelor of Science in Hospitality Management, this thesis entitled, **"BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT GRADUATES' PERCEIVED EMPLOYABILITY SKILLS, INDUSTRY COMPETENCIES, AND CAREER PREPAREDNESS"** has been prepared and submitted by **Peter Del Mar, Rañeil Nicart T. Espiritu, John Joshua Oniot, Jimart Pacquiao** has been examined and is recommended for acceptance and approval for oral examination.

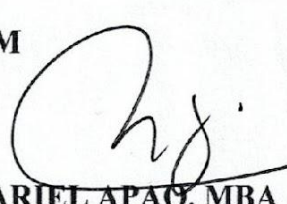

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THESIS ABSTRACT

Title : BACHELOR OF SCIENCE IN HOSPITALITY
MANAGEMENT GRADUATES' PERCEIVED
EMPLOYABILITY SKILLS, INDUSTRY COMPETENCIES,
AND CAREER PREPAREDNESS

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Graduates entering the hospitality industry often evaluate their preparedness to meet professional demands, necessitating a clear understanding of their employability skills and industry competencies. This study investigated the perceived readiness of Bachelor of Science in Hospitality Management (BSHM) graduates, focusing on their employability skills, industry-specific competencies, and essential career preparedness attributes. This study aims to identify the level of these competencies, assess their influence on career readiness, and determine areas needing enhancement to align with industry expectations. This study employed a quantitative research approach integrating descriptive-correlational research design. 70 respondents were chosen through snowball sampling technique. This study took place in Ozamis City and utilized Employability Skills, Industry Competencies, and Career Preparedness Questionnaires. Data were analyzed using Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient. Statistical analysis revealed



significant correlations between generic skills and career preparedness, while industry-specific competencies showed varied influence, with problem-solving skills requiring targeted improvement. These insights suggest that integrating experiential learning opportunities and leadership development within the curriculum can bolster graduates' readiness to meet the dynamic challenges of the hospitality industry. Enhancing problem-solving modules, fostering adaptability, and aligning competencies with industry trends are recommended to prepare graduates for successful careers in hospitality management.

Keywords: *Career Preparedness, Curriculum Enhancement, Employability Skills, Graduate Readiness, Hospitality Industry Competencies*



DEDICATION

This research is dedicated to our parents, who have always been our support system during our college journey. Their existence has made all of these possible. They have given us more than enough to be able to reach our dreams. In addition, this study is dedicated to the teachers who made this study possible by guiding the researchers to do this study. We dedicate this paper to the graduates of Misamis University particularly the Graduates of the BSHM program as they serve as inspiration in the conduct of this study. We seek and dedicate this entire research to our Almighty Father, who has given us the strength, knowledge, wisdom, protection, and will to continue and remain positive while completing this research.

Rañeil Nicart Espiritu

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Jimart Pacquiao

John Joshua Oniot



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To their supportive parents, who have persistently provided them with moral support, financial support, guidance, and motivation to finish what we have started. Thank you, Ma and Pa. You are the treasures of the researchers.

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THE RESEARCHERS



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INTRODUCTION

Rationale of the Study

Hospitality graduates seek employment opportunities in hospitality industry especially in lower-level positions encounter the challenge of keeping up, relating and positioning themselves in accordance with their needs and expectations (Gevana et al., 2021). About 75 million youth in the developing country are jobless, and their unemployment parameters have doubled or tripled compared to that of adults (Fajaryati et al., 2020). Employers are searching for students who possess a combination of soft professional skills, technical competencies, and critical thinking skills (NACE, 2021). Accordingly, the most desirable qualities of candidates are problem-solving skills, teamwork, and communication skills.

The value of perceived employability skills in the job market is gradually being recognized, especially in the tourism and hospitality sectors. A fresh graduate, for instance, who is applying for a position at a 5-star hotel might find out that employers appreciate certain skills like customer service, communication and problem-solving skills more than anything else. Thus, the researchers seek to find out the skills that these graduates have and how ready they are to practice in the hospitality industry. First, generic skills comprise skills that may not be particular to technical knowledge or qualifications but are important in day-to-day working, including communication skills, working in teams, problem-solving and adaptability (Felicen, 2022). Second, Concentration Area Skills are more specific skills within the student's course of study or discipline (Brown & Williams, 2019). Third, Functional Area Skills – these are specialized sets of skills that are necessary to perform specific tasks in a given organization (Garcia & Fernandez, 2021). The connection of these kinds of skill



sets to employment preparedness is that students require both generic skills and specific concentration and functional skills to secure a job when they are graduating (Smith et al., 2022). These skills build not only job opportunities for people but also the hospitality sector in its totality, which forms a significant component of economic growth. The report from the World Travel and Tourism Council in 2022 also shows that the hospitality industry accounted for 10% of the total worldwide GDP and created almost 330 million jobs, thus being one of the key sectors of the world economy (WTTC, 2023). Moreover, cross-nationally, these studies also show that professional development of human capital in hospitality education and training also boosts the skills of the workforce, which will help local economies generate more tourism revenues and correlated business activities (OECD, 2021). This highlights the need for industry competencies that align with these perceived employability skills, ensuring that graduates are well-prepared to meet the demands of this dynamic field.

In the tourism and hospitality industry, industry competencies are vital to guarantee a successful delivery of services and operations. Required competencies encompass a range of skills, including strong communication, customer service orientation, teamwork, flexibility, and problem-solving abilities. As Puhr (2021) asserts, resilience, perseverance, self-efficacy, and adaptability skills are the areas of concentration for students in work preparation. Hence, the curriculum must foster employability skills that will be useful to the students in future employment (Alivio et al., 2023). Numerous studies have been carried out to determine whether students are prepared for their future employment, from either the employer's perspective, the students' or from the industry's perspective. For example, Wessels et al. (2017) established important professional competencies such as trustworthiness, strategic



thinking, and human resource management among hospitality professionals, showing that the range of required competencies for management involvement in hospitality organizations in South Africa is fairly broad. In addition, the Employment and Training Administration (ETA) has come up with a detailed competency model that outlines the knowledge, skills and abilities needed for various key sectors in tourism and hospitality (CareerOneStop 2023). They found that this model is significant in supporting the integration of educational programs with industry standards to improve the preparedness of the workforce and for the acquisition of the needed skills to cope with an increasingly globalized market.

Career preparedness encompasses the skills, knowledge, and attitudes that enable individuals to transition from academic studies to the workforce effectively. It is crucial for graduating students as it arms them with the competencies required in their line of work, place of work, and contribution to the competencies of the job market. Graduate employability is further defined as referring to a wide range of attributes and competencies that enable a job seeker to gain and maintain employment (Kim, 2012; Bagason & Ballon-Bagason, 2022). Furthermore, career preparedness in the tourism and hospitality industry depends on the enhancement of the diverse skills, which comprises of generic skills, concentration area skills, and functional area skills. The critical role of educational institutions in shaping these competencies cannot be overstated, as they directly influence graduates' readiness for the evolving demands of the job market. By cultivating a curriculum that incorporates employability skills, educational programs may guarantee that graduates are adequately prepared to contribute effectively to the hospitality industry, thereby supporting its position as a significant economic driver. Addressing these gaps through curriculum, experiential



learning, and career development support can enhance graduating students' employment preparedness (Garcia et al., 2020).

Graduates in the field of tourism and hospitality frequently encounter stiff and challenging situations in the job market. According to Buama (2018), students who have prepared themselves in school can get employment six months after graduating from college. Subsequently, it has been found that many hospitality management graduates are not well exposed to sufficient practical experience involving hands-on with relevant training, work experience and placement during their course of study, which limits their employability (Smith et al., 2020; Jones & Jayawarna, 2019) and there can also be a gap between the skills and knowledge taught in educational programs and the specific requirements of employers in the job market (Kwok, 2022). Hence, academic institutions that offer hospitality management programs should see it necessary to ensure that their curriculum includes the development and assessment of soft skills alongside technical knowledge and competencies. This can be achieved through various means, such as experiential learning opportunities, internships, and service-learning projects.

Students need to be prepared with the right skill set when entering the tourism and hospitality industry so they can meet the industry's expectations, apart from their own expectations. Skills can be both hard and soft. Hard skills are those technical skills relevant to workplace tasks, such as professional knowledge, techniques, and tools needed to perform work tasks (Matsouka et al., 2023). Conversely, soft skills are abilities, characteristics, and qualities that are more strongly integrated to conduct, attitude, and personality than to academic or technical knowledge. Additionally, in the study of Felicen (2022), graduates of tourism and hospitality management possess a



range of transferable skills that employers highly value in the tourism and hospitality industry. These skills encompass leadership, teamwork, communication skills, problem-solving, customer service, IT skills, research skills, presentation skills, and the ability to work under deadlines. Moreover, graduates of tourism and hospitality programs are expected to have industry-specific knowledge and skills, such as knowledge of travel trends, marketing strategies, customer service techniques, and hospitality management. This blend of industry-specific knowledge and generic skills makes them highly competitive in the job market and increases their chance of securing employment in the tourism and hospitality industry.

The importance of conducting this study is to learn whether the graduates of the BS Hospitality Management program are fully equipped and prepared with the required knowledge, skills, and competencies in the hospitality industry. More so, this study will be valuable to students as they can better prepare before they enter the industry. The study will also be helpful as a basis for curriculum enhancement for the BS Hospitality Management program of Misamis University as they provide current and relevant education to hospitality management students. Moreover, future researchers with the same interests can utilize this as their basis in order to establish credibility in their study.

This study sought to explore the influence of BS Hospitality Management employability skills and industry competencies toward their career preparedness. The skills are divided into three: Generic Skills, Concentration Area Skills, and Functional Area Skills. The industry competencies are problem-solving abilities, teamwork capabilities, and communication skills. Career preparedness is also measured through their resilience, perseverance, self-efficacy, and adaptability skills. The researchers



will conduct a survey using a valid questionnaire and administer the instrument to the chosen respondents.

THEORETICAL FRAMEWORK

This study was anchored on the Human Capital Theory, introduced by Becker (2009).

Human Capital Theory posits that individuals enhance their economic value and employability by investing in education, skills, and practical experience. In the context of Hospitality Management, human capital encompasses the skills, competencies, and industry-specific knowledge that students gain through both academic and hands-on learning experiences. This theory suggests that when students invest in building relevant skills, they increase their marketability and preparedness for the workforce, as these skills align with the competencies demanded by the hospitality industry (Baum & Devine, 2007). Research has demonstrated that the competencies acquired through education, such as customer service, communication, adaptability, and leadership, are critical for achieving career readiness and success in hospitality roles (Raybould & Wilkins, 2005).

According to Human Capital Theory, the investment in both theoretical and experiential learning is expected to yield returns in terms of employability and career advancement. This perspective aligns with findings by Schultz (1961), who highlighted that education not only contributes to employability but also enhances the adaptability and problem-solving skills required in dynamic fields like hospitality. Moreover, practical experience, such as internships or industry placements, allows students to apply their classroom knowledge in real-world settings, further solidifying



their skill base and boosting their confidence and career preparedness (Wang et al., 2014). This combination of academic knowledge and industry experience creates a more comprehensive skill set, making Hospitality Management graduates more attractive to employers and better prepared to handle the multifaceted demands of the hospitality sector.

Additionally, Human Capital Theory suggests that adaptability and continuous learning are essential attributes for career resilience in an industry marked by constant change, such as hospitality. Baum (2002) argues that employees who possess a diverse skill set and a willingness to continuously update their skills are more likely to thrive in hospitality roles, where service standards and customer expectations continually evolve. Hospitality students who actively seek new learning opportunities through courses or certifications are thus better positioned to respond to the industry's changing demands, strengthening their employability and long-term career prospects (Baum & Szivas, 2008). This theoretical framework, grounded in Human Capital Theory, underscores the importance of investing in both educational attainment and practical experience to develop a robust skill set, improve employability, and enhance career preparedness for Hospitality Management students.



CONCEPTUAL FRAMEWORK

Perceived Employability Skills

Perceived Employability Skills refer to the skills that graduates believe they possess, which make them qualified and prepared for employment. These skills are divided into three categories: Generic Skills - Skills such as communication, teamwork, problem-solving, and adaptability that are applicable in various work environments (Felicien, 2022); Concentration Area Skills - Specialized skills related to the graduate's field of study, including food and beverage management, event planning, and tourism knowledge (Saaidin & Malik, 2023); Functional Area Skills - Skills needed to perform specific tasks in the workplace, such as financial management, marketing, and human resource management in hospitality (Garcia & Fernandez, 2021).

Career Preparedness

Career preparedness refers to the graduate's readiness to transition into the workplace. It includes traits such as Resilience—the ability to recover from setbacks; perseverance—staying motivated despite challenges; self-efficacy—confidence in one's ability to achieve goals; and adaptability—the ability to adjust to changing work environments (Puhr, 2021; Kim, 2012).

Perceived Industry Competencies

Perceived industry competencies are the specific skills that graduates believe align with the needs of the hospitality industry. These include Problem-Solving Abilities—the capability to identify and address work-related challenges (Maravilla, 2021); Teamwork Capabilities—working effectively with others to achieve common



goals (Jung et al., 2023); and Communication Skills—the ability to express ideas and information clearly to customers and colleagues (Dzia-Uddin et al., 2021).

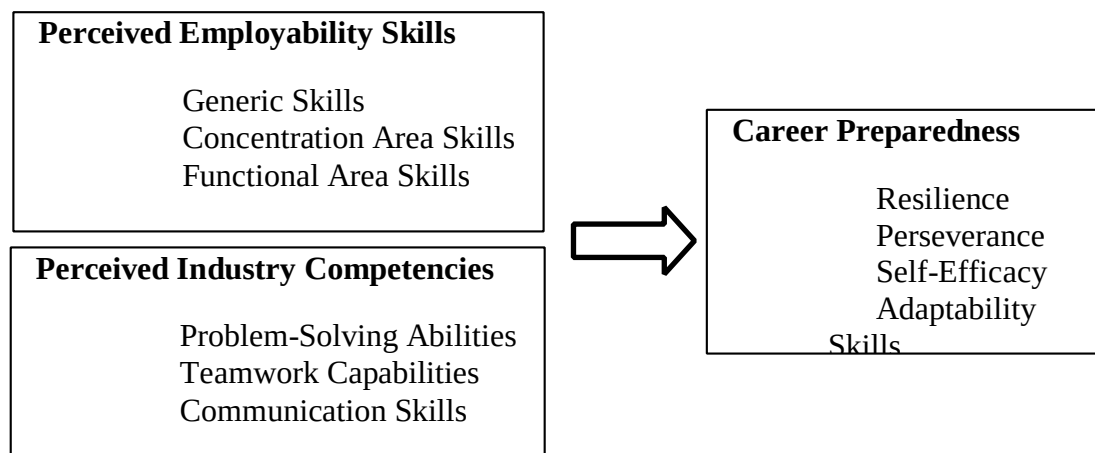


Figure 1. Schematic Diagram of Study

OBJECTIVES OF THE STUDY

This study sought to explore the influence of BS Hospitality Management Graduates' employability skills, sought industry competencies and their career preparedness. Specifically, this will seek to address the following specific objectives:

1. Determine the level of BS Hospitality Management perceived employability skills in terms of generic skills, concentration area skills, and functional area skills;
2. Determine the level of BS Hospitality Management perceived industry competencies in terms of problem-solving abilities, teamwork capabilities, and communication skills;
3. Determine the level of BS Hospitality Management career preparedness in terms of resilience, perseverance, self-efficacy, and adaptability skills;
4. Explore the significant influence of BS Hospitality Management employability skills and career preparedness;
5. Explore the significant influence of BS Hospitality Management industry competencies and career preparedness.



Null Hypothesis

H_{01} : There is no significant influence of BS Hospitality Management employability skills and career preparedness.

H_{02} : There is no significant influence of BS Hospitality Management industry competencies and career preparedness.



SIGNIFICANCE OF THE STUDY

BSHM Students. This will be invaluable to students as it will provide them with a clear understanding of the specific skills and competencies that are much valued in the hospitality industry. Furthermore, understanding their career preparedness can help them create greater confidence and motivation as they transition from academic settings to professional roles.

Educational Institutions. Colleges and universities offering BSHM programs can utilize the findings from this study to evaluate and improve their curricula. This will also be valuable for them to acknowledge the existing concern about the unemployment of fresh graduates.

Teachers. This study will help teachers identify the most common skills students possess and the skills they need to improve so they can help them through intensive hands-on training during their laboratory classes.

Future Researchers. This study served as their reference for future research in hospitality education and workforce readiness. By providing an empirical foundation that examines perceived employability, competencies, and preparedness, it forms a basis for comparison and continued investigation into effective educational and training practices in different regions and institutions.



RESEARCH METHODOLOGY

Design

This study utilized a quantitative research approach integrating descriptive-correlational research design. This is a methodology that supports the evaluation of interrelations between variables without controlling them. This design is particularly useful in establishing the nature of the connection between diverse features present within a specified population. The descriptive component seeks to provide a thorough overview of the characteristics of a particular group or phenomenon. It entails gathering information that characterizes the present situation with respect to the variables of interest in order to address queries such as "What is happening?" and "What are the attributes of this group?" Moreover, without implying causation, the correlational aspect examines the relationship between two or more variables. It employs statistical techniques to ascertain the direction and degree of these correlations in order to answer queries like "How are these variables related?" Thus, this design was appropriate in the study as it sought to explore the influence of BS Hospitality Management graduates' employability skills, industry competencies, and career preparedness.

Setting

This study was conducted in an institution that was founded in 1929. It is a private, non-sectarian educational institution and is the first and only ISO-certified university by Det Norske Veritas, The Netherlands, for Quality Education and Service in Mindanao. It is also the first and only university in the region to be ISO certified. The chosen setting for this study has the respondents who will serve as the source of



data the researchers aimed to elicit. The institution is specifically located at H.T. Feliciano St., in the city of Ozamiz, in the province of Misamis Occidental, in the region X-Northern Mindanao.

Respondents of the Study

The respondents of this study were graduates of the Hospitality Management program, particularly (1) those who graduated from 2022 until 2024, (2) currently working in the field of hospitality, and (3) providing informed consent to participate in the study. The researchers employed a snowball sampling technique, a non-probability sampling method where existing participants recruit new respondents, leveraging their networks within the industry. The sample size of 70 respondents was determined using the Raosoft sample size calculator, which considers a 5% margin of error, a 95% confidence level, and an assumed response distribution of 50%. This calculation ensures that the sample size is adequate for statistical reliability and representativeness within the targeted population.

Instrument

This study utilized adapted survey questionnaires from different authors.

A. Perceived Employability Skills Questionnaires. It is a 4-point Likert scale questionnaire adapted from Verdadero et al., 2019 that is marked as follows: 4 – strongly agree; 3 – somewhat agree; 2 somewhat disagree; and 1 – strongly disagree. This focuses on the skills acquired while working in the hospitality industry. It consists of 3 constructs – Generic Skills, Concentration Area Skills, and Functional Area Skills. The identified



essential skills, as per Verdadero et al., 2019 are generic skills, which have 7 indicators; concentration area skills, which have 7 indicators; and functional area skills, which have 7 indicators. In determining the perceived employability skills, the following scale was used:

Respondents	Continuum	Interpretation
4 – Strongly Agree	3.25 – 4.0	Very High
3 - Agree	2.50 – 3.24	High
2 - Disagree	1.75 – 2.49	Low
1 – Strongly Disagree	1.0 – 1.74	Very Low

B. Perceived Industry Competencies Questionnaire. It is a 4-point Likert scale questionnaire from Bagon et al. (2023) that is marked as follows: 4 – strongly agree; 3 – somewhat agree; 2 somewhat disagree; and 1 – strongly disagree. It has 3 indicators – one of each construct: problem-solving abilities, teamwork capabilities, and communication skills. In determining the perceived industry competencies, the following scale was used:

	Respondents	Continuum	Interpretation
C. Career Preparedness Questionnaire. It is	4 – Strongly Agree	3.25 – 4.0	Very High
	3 - Agree	2.50 – 3.24	High
	2 - Disagree	1.75 – 2.49	Low
	1 – Strongly Disagree	1.0 – 1.74	Very Low

Questionnaire. It is

a 4-point Likert scale

questionnaire from Cos et al. (2019) that is marked as follows: 4 – strongly agree; 3 – somewhat agree; 2 somewhat disagree; and 1 – strongly disagree. It has 4 indicators – one of each construct: resilience, self-efficacy,



adaptability skills, and perseverance. In determining the perceived employability skills, the following scale was used:

Respondents	Continuum	Interpretation
4 – Strongly Agree	3.25 – 4.0	Very High
3 - Agree	2.50 – 3.24	High
2 - Disagree	1.75 – 2.49	Low
1 – Strongly Disagree	1.0 – 1.74	Very Low

D. Influence of Employability Skills and Industry Competencies on Career Preparedness Questionnaire. It is a 4-point Likert scale questionnaire adapted from Cos et al. (2019), marked as follows: 4—strongly agree; 3—somewhat agree; 2—somewhat disagree; and 1—strongly disagree. There are two indicators to determine whether respondents agree with the following statements regarding employability skills and their career preparedness.

Respondents	Continuum	Interpretation
4 – Strongly Agree	3.25 – 4.0	Very High
3 - Agree	2.50 – 3.24	High
2 - Disagree	1.75 – 2.49	Low
1 – Strongly Disagree	1.0 – 1.74	Very Low

Data Gathering Procedure

The researchers obtained a copy of the list of BSHM graduates for 2022, 2023, and 2024 from the Registrar's Office with a letter signed by their adviser and Research Coordinator. Following the request for consent, the researchers sent out letters to the alumni asking permission if they wanted to be part of the study. These letters are sent



through social media, such as Facebook and Messenger, as these are the easiest ways of reaching out to the graduates. After their approval, the researchers gave sufficient time for the participants to answer the questionnaire through Google Forms with complete and concise instructions. The researchers also considered gathering the data online since it has been accurately retrieved immediately. The data has been tallied, tabulated, interpreted, and statistically treated for further analysis.

Data Analysis

The following tools were used to statistically analyze the data.

Weighted Mean and Standard Deviation. These tools were used to determine the level of BS Hospitality Management's perceived employability skills, industry competencies, and career preparedness.

Pearson Product-Moment Correlation Coefficient. These were used to determine the significant relationship between the perceived employability skills, industry competencies, and career preparedness.

Ethical Considerations

For ethical reasons, this study incorporated all ten of Bryman and Bell's (2007) ethical concerns. First off, it was assured that no harm had been done to the respondents. The dignity of the respondents was given the utmost importance. The researchers obtained informed consent by providing clear information about the study's purpose, risks, and benefits, allowing respondents the freedom to withdraw at any time. Privacy and confidentiality were maintained to safeguard personal data and ensure anonymity unless explicit consent was provided. Transparency is crucial;



therefore, the researchers avoided deception regarding research aims and disclosed any potential conflicts of interest. Honest communication of findings is necessary to prevent misleading information, while objectivity is prioritized in data analysis. Compliance with relevant legal frameworks, particularly concerning data protection, is mandatory, and proper acknowledgment of all sources used in the research is vital to uphold academic integrity.



RESULTS AND DISCUSSIONS

Level of Perceived Employability Skills

Table 1 presents the perceived employability skills of BSHM graduates. As shown, the overall composite mean is 3.378 with a standard deviation of 0.4613, interpreted as "Very High." The high composite mean reflects graduates' confidence in a well-rounded skill set that balances broad, functional, and specialized skills that are essential for professional success and adaptability in the workforce.

Among the indicators, Generic Skills obtained the highest mean score of 3.410 and a standard deviation of .5384, interpreted as "Very High." This reflects graduates' strong confidence in their critical thinking, problem-solving, communication, and adaptability skills. On the other hand, Functional Area Skills obtained the second-highest mean score of 3.369 with a standard deviation of 0.4921, also interpreted as "Very High." This indicates that graduates perceive their functional skills—those necessary for operational and managerial tasks in specific organizational contexts—as highly developed. In terms of Concentration Area Skills, which has the lowest mean score of 3.356 and a standard deviation of .4977, though still rated as "Very High", indicates that graduates perceive their skills in specialized or domain-specific areas as well-developed.

Employers highly value skills such as communication, teamwork, and adaptability, as they enable graduates to function effectively across various roles and adjust to changing work environments (Asefer & Abidin, 2021), with higher education curricula embedding these competencies to prepare students for immediate employment and long-term growth (Sydorenko, 2020). Graduates with strong generic skills report higher job satisfaction and adaptability, meeting industry demand for



versatile individuals (De Prada Creo et al., 2020), especially in fields like hospitality, where communication, teamwork, and problem-solving significantly enhance employability (Gevana & Tan, 2021).

Alongside these, concentration area skills are also emphasized, with specialized knowledge in areas like event management and food service boosting graduates' confidence and aligning their expertise with targeted industry roles (Saaidin & Malik, 2023; Tyagi & Shah, 2022; Venske, 2022). The integration of technical expertise and interpersonal skills enables graduates to navigate industry complexities and contribute to organizational success (Wang et al., 2020).

Moreover, the emphasis on functional area skills highlights the necessity for strong operational and managerial competencies to ensure efficiency and career growth. Research supports this, showing that operational planning, financial management, and adaptability to evolving business models are critical for maintaining organizational effectiveness (Jawabreh et al., 2023; Al-Rawashdeh & Jawabreh, 2023; Kukanja & Planinc, 2020; Tariq, 2024).

The results strongly affirm the Human Capital Theory (Becker, 2009), which asserts that education, training, and skill acquisition enhance an individual's productivity and economic value. The consistent standard deviations across all categories suggest a uniform development of competencies among the graduates. Reflecting both general and specific human capital, the findings demonstrate that BSHM graduates are equipped with versatile skills for diverse careers and specialized expertise that strengthens their competitiveness within the hospitality sector, thus validating the core principles of the theory.



These results suggest that while BSHM graduates are equipped with high employability skills, further enhancement of concentration area competencies is vital to meet the specific demands of their fields.

Table 1

Summary Table on Perceived Employability Skills

Legend: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

	Constructs	M	SD	Interpretation
Level of Perceived Industry Competencies	Generic Skills	3.410	.5384	Very High
	Concentration Area Skills	3.356	.4977	Very High
	Functional Area Skills	3.369	.4921	Very High
	Perceived Employability Skills	3.378	.4613	Very High

Table 2 provides an overview of the perceived industry competencies of BSHM graduates as measured by three distinct constructs: Problem-Solving Abilities, Teamwork Capabilities, and Communication Skills. The table reveals an overall “Very High” verbal interpretation across all constructs based on the mean scores and standard deviation, reflecting graduates’ confidence in their industry-relevant competencies, which are critical for professional success in the hospitality sector.

The top-rated skill in Table 2, Communication Skills (M = 3.609, SD = .5994), is highly assessed by graduates, likely because effective communication is universally recognized as essential in professional settings, particularly in customer-oriented industries. Strong communication enables graduates to interact confidently with colleagues and clients, enhancing service quality and building rapport, which is crucial in fields like hospitality and tourism. This emphasis reflects industry demands, where



clear and professional communication directly impacts customer satisfaction and overall organizational success.

Teamwork Capabilities achieved the second-highest weighted mean of 3.522 (SD = 0.6090). This indicates that graduates have a strong perception of their ability to work collaboratively, effectively coordinate with others, and contribute to team success. Teamwork is an indispensable competency in hospitality, where collaboration between employees plays a pivotal role in delivering excellent customer service and ensuring seamless operations.

In contrast, the lowest-ranked skill is Problem-solving abilities, with a weighted mean of 3.493 and a standard deviation of .6093. Although problem-solving abilities are rated slightly lower than other competencies, graduates still feel confident in this area, acknowledging its importance in dynamic work environments. This result suggests that while problem-solving is essential, graduates may feel more challenged by it compared to communication and teamwork, potentially due to the complex nature of resolving issues in real time within customer-focused industries. Furthermore, graduates still highly assess problem-solving capabilities because they are essential for handling unexpected challenges in service-oriented roles. In industries like hospitality, where quick thinking and adaptability are often needed to address customer concerns, problem-solving is a valued skill. This strong rating indicates that graduates recognize the importance of being resourceful and proactive, as these qualities are crucial for maintaining customer satisfaction and operational efficiency, especially when issues arise unexpectedly.

The findings revealed that BSHM graduates strongly possess communication, teamwork, and problem-solving abilities, aligning with Hardjati and Febrianita



(2019), who emphasized the role of communication in customer satisfaction, and with Ali et al. (2021) and Lin et al. (2020) who highlighted its importance in workplace efficiency and collaboration. Teamwork skills developed through collaborative academic activities mirror the findings of Soboleva and Karavaev (2020) and Domínguez and Herrera (2020), who recognized teamwork as crucial for organizational efficiency and service delivery. Similarly, problem-solving abilities were highly regarded, consistent with Dzia-Uddin et al. (2024) and Jasim et al. (2024), who stressed the value of creativity and adaptability in handling customer concerns, further strengthening graduates' readiness for dynamic work environments.

Anchored on Human Capital Theory (Becker, 2009), the study supports the view that investments in education, practical training, and skill development enhance employability and career advancement. Graduates' high levels of generic, concentration, and functional area skills, along with their strong career preparedness attributes like resilience and adaptability, affirm that both academic and experiential learning contribute significantly to workforce readiness. The significant positive influence of generic skills and perceived industry competencies on career preparedness, along with the need to further develop problem-solving capabilities, reflects the theory's emphasis on continuous learning and adaptability as key drivers of professional success in a changing hospitality landscape.

In conclusion, the study highlights that BSHM graduates are well-equipped with essential skills for the hospitality industry but would benefit from strengthened problem-solving and leadership training. The findings imply that curriculum enhancements focusing on experiential learning, industry-aligned competencies, and resilience development will better prepare graduates for the industry's evolving



demands. Institutions are encouraged to intensify partnerships with the industry, incorporate practical experiences, and continuously align academic programs with hospitality trends to produce versatile, career-resilient graduates capable of driving organizational success.

Table 2

Summary Table on Perceived Industry Competencies

Constructs	M	SD	Interpretation
Problem-Solving Abilities	3.493	.6093	Very High
Teamwork Capabilities	3.522	.6090	Very High
Communication Skills	3.609	.5994	Very High
Perceived Industry Competencies	3.541	.5426	Very High

Legend: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Level of Career Preparedness

Table 3 presents the summary of career preparedness of BSHM graduates in terms of resilience, perseverance, self-efficacy, and adaptability. As reflected in the statistical data, the composite mean demonstrates a "Very High" level across all constructs, highlighting their exceptional readiness to meet industry demands.

Resilience achieved a mean score of 3.580 (SD = 0.6040), indicating graduates' strong ability to recover from setbacks and thrive under pressure, which is essential for navigating the dynamic and fast-paced hospitality environment. This finding aligns with Saaidin and Malik (2023), who emphasized the importance of resilience in managing the complexities of customer service and operational demands in hospitality.



Perseverance recorded a mean score of 3.565 (SD = 0.6526), reflecting graduates' determination and commitment to their career paths, an attribute critical for overcoming professional challenges and sustaining career growth. Self-efficacy emerged as the highest-rated construct, with a mean score of 3.609 (SD = 0.6235), showcasing graduates' confidence in their ability to execute tasks, solve problems, and achieve goals independently. This aligns with Kim and Koo (2022), who found that high self-efficacy enhances career adaptability and success in customer-oriented fields like hospitality.

Adaptability, with a mean score of 3.580 (SD = 0.6040), underscores graduates' readiness to adjust to changing roles, technologies, and work environments, a vital trait in a constantly evolving industry. According to Tariq (2024), adaptability is increasingly critical in hospitality due to the rapid evolution of service models and customer expectations.

The overall career preparedness mean score of 3.583 (SD = 0.5650) highlights the effectiveness of the BSHM curriculum in integrating practical experiences with theoretical instruction, producing versatile and industry-ready professionals. This aligns with Venske's (2022) argument that academic programs must closely match industry demands to equip graduates with a robust foundation for career growth. Given these insights, the results suggest that continued emphasis on experiential learning, resilience training, and adaptability development is critical to further enhance graduates' preparedness for the increasingly competitive and dynamic hospitality sector.

Table 3



Summary Table of Career Preparedness

Constructs	M	SD	Interpretation
Resilience	3.580	.6040	Very High
Perseverance	3.565	.6526	Very High
Self-Efficacy	3.609	.6235	Very High
Adaptability	3.580	.6040	Very High
Career Preparedness	3.583	.5650	Very High

Legend: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

The Significant Influence of Employability Skills on Career Preparedness

Table 4 shows the significant influence of Employability Skills on Career Preparedness. Among the constructs analyzed, Generic Skills demonstrated a statistically significant positive influence on Career Preparedness, with a b-value of 0.693 and a p-value of 0.005, suggesting a strong association. Conversely, Functional Area Skills and Perceived Employability Skills were found to have no statistically significant influence, as indicated by their respective p-values of 0.058 and 0.444.

The results highlight the pivotal role of Generic Skills—encompassing critical thinking, communication, and adaptability—in preparing individuals for the dynamic demands of the workforce. These findings underscore the importance of cultivating a broad skill set that enhances an individual's ability to navigate diverse career challenges and opportunities. The statistical significance of Generic Skills aligns with industry expectations, where employers prioritize employees who can communicate effectively, think critically, and adapt to evolving work environments. This is consistent with the findings of Adegbite and Adeosun (2021), who emphasized that these skills significantly enhance employability and career readiness.



Conversely, while Functional Area Skills and Perceived Employability Skills were assessed as “Very High” in previous tables, their lack of significant influence in this context suggests that specialized or self-reported skills may not independently predict career preparedness without the foundational support of Generic Skills. This finding is supported by Blokker et al. (2019), who noted that while technical skills are critical, they often serve as complementary rather than standalone predictors of career success.

From a statistical perspective, the p-value of 0.005 for Generic Skills rejects the null hypothesis, which posited no significant influence of employability skills on career preparedness. This rejection indicates a meaningful relationship between Generic Skills and career preparedness. However, the p-values for Functional Area Skills (0.058) and Perceived Employability Skills (0.444) exceed the threshold for significance, leading to the acceptance of the null hypothesis for these constructs, suggesting no statistically significant influence.

In summary, the results in Table 4 emphasize the statistically significant positive influence of Generic Skills on Career Preparedness, supported by a significant p-value of 0.005. These findings reiterate the importance of developing transferable skills to foster career resilience and adaptability, which are critical in today's fast-changing professional landscape. The rejection of the null hypothesis for Generic Skills underscores its critical role in career preparedness. In contrast, the acceptance of the null hypothesis for Functional Area Skills and Perceived Employability Skills indicates the need for a broader skill foundation to achieve career success.

Table 4

The Significant Influence of Employability Skills and Career Preparedness



Career Preparedness	b-value	p-value	Interpretation
Generic Skills	.693	.005	Positively influences
Functional Area Skills	.586	.058	Does not influence
Perceived Employability Skills	-.388	.444	Does not influence

The Significant Influence of Industry Competencies and Career Preparedness

Table 5 shows the significant influence of Industry Competencies on Career Preparedness. Among the constructs analyzed, Perceived Industry Competencies exhibited a statistically significant positive influence on Career Preparedness, with a b-value of 1.441 and a p-value of 0.000. This finding suggests a strong and meaningful relationship. Conversely, Problem-Solving Abilities demonstrated a statistically significant negative influence (b-value of -0.353, p-value of 0.001). At the same time, Communication Skills were found to have no statistically significant influence (b-value of -0.151, p-value of 0.337).

The results emphasize the pivotal role of Perceived Industry Competencies in shaping career preparedness. These competencies reflect graduates' confidence in their ability to meet industry-specific demands and excel in roles requiring technical expertise and collaboration. This finding aligns with the study by Zeidan (2020), which highlighted that industry-relevant competencies enhance graduates' ability to meet job-specific challenges, thereby improving career readiness.

Conversely, the negative influence of Problem-Solving Abilities on Career Preparedness may indicate that graduates perceive these skills as underdeveloped relative to other competencies or feel less confident in their application during real-world scenarios. This interpretation aligns with the findings of Hernandez-de-



Menendez et al. (2020), who noted that problem-solving abilities require extensive experience and exposure to dynamic environments, making them challenging to develop fully during academic training.

From a statistical perspective, the significant p-value (0.000) for Perceived Industry Competencies supports the rejection of the null hypothesis, confirming its significant positive influence on Career Preparedness. Similarly, the p-value (0.001) for Problem-Solving Abilities indicates a significant but negative influence, leading to the rejection of the null hypothesis for this construct. However, the p-value (0.337) for Communication Skills exceeds the threshold for significance, leading to the acceptance of the null hypothesis for this construct, suggesting no statistically significant influence on Career Preparedness.

In summary, the results in Table 5 highlight the significant positive impact of Perceived Industry Competencies on Career Preparedness, supported by the rejection of the null hypothesis and a highly significant p-value of 0.000. This affirms that confidence in industry-aligned skills plays a critical role in shaping graduates' readiness for professional demands. Conversely, the significant yet negative influence of Problem-Solving Abilities ($p = 0.001$) suggests a developmental gap that may hinder graduates' confidence in tackling complex, real-world challenges—highlighting the need for experiential learning and applied problem-solving training. Meanwhile, the lack of a statistically significant relationship between Communication Skills and Career Preparedness ($p = 0.337$) points to a potential disconnect between perceived communication skills and their measurable impact on career preparedness. Collectively, these findings emphasize the importance of enhancing practical



exposure to strengthen problem-solving abilities while continuously cultivating industry-specific competencies to ensure holistic and career-ready graduates.

Table 5
The Significant Influence of Industry Competencies and Career Preparedness

Career Preparedness	b-value	p-value	Interpretation
Problem-Solving Abilities	-.353	.001	Negatively influences
Communication Skills	-.151	.337	Does not influence
Perceived Industry Competencies	1.441	.000	Positively influences



CONCLUSIONS

Based on the study's findings, BSHM graduates exhibit strong employability skills, particularly in generic skills such as communication, teamwork, and adaptability. These skills align closely with the industry's expectations and are positively correlated with career preparedness, indicating their critical role in enabling graduates to meet diverse job requirements. The high assessment of teamwork and communication competencies highlights their importance in customer-focused roles in the hospitality sector. However, gaps in problem-solving and leadership skills suggest a need for targeted curriculum adjustments to enhance these competencies.

The results also reveal that industry competencies significantly influence career preparedness, with teamwork and communication being pivotal. Graduates' high confidence in these areas reflects the effectiveness of academic programs in equipping students with practical skills. However, the comparatively lower confidence in problem-solving skills indicates an area for improvement, as these skills are essential for addressing dynamic challenges in the hospitality industry.

Career preparedness attributes, including resilience, self-efficacy, and adaptability, are rated highly among graduates, underscoring their readiness to navigate the complexities of the hospitality sector. These attributes are essential for long-term career success and align with the Human Capital Theory, which posits that investments in education and practical experience enhance employability. The theory supports the finding that graduates with a combination of academic knowledge and experiential learning are better prepared to meet the demands of the workforce.

The significant positive correlation between generic skills and career preparedness aligns with the Human Capital Theory, emphasizing the value of



transferable skills in building a robust foundation for professional growth. The theory further underscores the importance of adaptability and continuous learning, which are reflected in the graduates' high ratings of self-efficacy and resilience.

The findings suggest that while the current academic programs successfully prepare students for entry-level roles in hospitality, enhancing leadership and problem-solving competencies through experiential learning, case studies, and simulation activities could further strengthen career preparedness. By aligning educational programs with evolving industry demands, institutions can ensure that graduates are well-equipped for both immediate and long-term success in the dynamic hospitality industry.



RECOMMENDATIONS

1. Institutions may incorporate activities that develop problem-solving, leadership, and technical skills alongside modules that enhance communication, teamwork, and adaptability to address skill gaps and better equip students for industry requirements.
2. Collaboration with hospitality businesses should be intensified to offer internships, practical training, and hands-on industry experience while aligning educational programs with current industry standards.
3. Training on specialized IT tools for the hospitality industry, such as property management systems, should be included to improve students' technical expertise and their ability to adapt to modern industry technologies.
4. Institutions may implement leadership-oriented projects, resilience training, and career guidance initiatives to build students' confidence, adaptability, and preparedness for demanding roles in the hospitality field.
5. The researchers suggest regular monitoring of graduate employability and performance outcomes to fine-tune academic programs and ensure they remain aligned with industry trends. They also propose further studies on skill gaps to improve curriculum design.



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APPENDICES

APPENDIX A

Survey Questionnaire

PERCEIVED EMPLOYABILITY SKILLS QUESTIONNAIRE

Adapted from: Verdadero, et. al., 2019

GENERIC SKILLS	SA 4	A 3	D 2	SD 1
1. I have good communication skills.				
2. I possess strong conceptual skills.				
3. I have acquired analytical skills.				
4. I excel in teamwork-related skills.				
5. I demonstrate effective leadership skills.				
6. I have developed strong interpersonal skills.				
7. I possess curriculum-related skills.				
CONCENTRATION AREA SKILLS				
1. I have a clear understanding of critical issues related to food and beverage management.				
2. I can identify types of beverages and have knowledge of beverage management.				
3. I possess meetings and convention management skills.				
4. I possess effective event management skills.				
5. I demonstrate catering function skills.				
6. I apply managerial and supervisory skills in different functional areas of hotels and resorts.				
7. I utilize my management competencies in travel and tourism.				
FUNCTIONAL AREA SKILLS				
1. I apply hospitality marketing fundamentals effectively.				
2. I utilize hospitality promotion techniques to enhance visibility.				
3. I implement human resource functions and policies efficiently.				
4. I analyze accounting data to inform decision-making.				
5. I apply hospitality financial management fundamentals, including real estate principles.				
6. I leverage IT in the hospitality industry to improve decisions.				
7. I apply analytical skills relevant to the hospitality industry to drive success.				



PERCEIVED INDUSTRY COMPETENCIES QUESTIONNAIRE

Adapted from: Bagon et al. (2023)

CAREER PREPAREDNESS QUESTIONNAIRE

Adapted from: Cos et. al. (2019)

INDICATORS	SA 4	A 3	D 2
1. I feel confident in my problem-solving abilities within the hospitality context			
2. I work well with others in a team environment.			
3. I can effectively communicate with customers and colleagues.			

INFLUENCE OF EMPLOYABILITY SKILLS AND INDUSTRY COMPETENCIES ON CAREER

INDICATORS	SA 4	A 3	D 2
1. I feel confident in my problem-solving abilities within the hospitality context			
2. I work well with others in a team environment.			
3. I can effectively communicate with customers and colleagues.			

PREPAREDNESS QUESTIONNAIRE

Adapted from: Cos et. al. (2019)

INDICATORS	SA 4	A 3	D 2	SD 1
1. I am resilient when facing challenges at work.				
2. I believe in my ability to succeed in my career (self-efficacy).				
3. I adapt well to changes in my work environment.				
4. I demonstrate perseverance when pursuing my career goals.				

APPENDIX B

Sample of the Filled-Out Questionnaire

General Instructions

Read each statement carefully. Please answer the following questions based on your experiences as a graduate of the BS Hospitality Management program.

Please rate your agreement with the following statements (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree).



I possess
curriculum-related
skills.



CONCENTRATION AREA SKILLS *

4 - Strongly Agree

3 - Agree

2 - Disagree

1 - Strongly
Disagree

I have clear
understanding of
critical issues



I utilize my management competencies in travel and tourism.



FUNCTIONAL AREA SKILLS *

4 - Strongly Agree

3 - Agree

2 - Disagree

1 - Strongly Disagree



I apply analytical skills relevant to hospitality industry to drive success.



Section 2: Perceived Industry Competencies

Objective: Determine the level of perceived



Section 3: Career Preparedness

Objective: Determine the level of career preparedness in terms of resilience, perseverance, self-efficacy, and adaptability skills.

*

4 - Strongly Agree

3 - Agree

2 - Disagree

1 - Strongly
Disagree



Section 4: Influence of Employability Skills and Industry Competencies on Career Preparedness

Objective: Explore the significant influence of employability skills and industry competencies on career preparedness.

*

4 - Strongly Agree

3 - Agree

2 - Disagree

1 - Strongly Disagree

My employability skills have positively influenced my career preparedness.



The industry competencies I developed during my studies have enhanced my readiness for employment.



Submitted 10/16/24, 8:29 PM

APPENDIX C

Sampling Computation



Raosoft®



APPENDIX D

Request Letter to Adapt the Instrument



MISAMIS UNIVERSITY
OZAMIZ CITY

August 19, 2024

DONNA MAY Q. VERDADERO





MISAMIS UNIVERSITY
OZAMIZ CITY

August 19, 2024

JOHN CARL VINCENT A. COS
Author - College of International Tourism and Hospitality Management
Lyceum of the Philippines, Batangas City

Dear Mr. Cos,



APPENDIX E

Informed Consent Form



MISAMIS UNIVERSITY – OZAMIZ CITY



Bachelor of Science in Hospitality Management

Dear Respondent,

We are currently conducting research entitled **“BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT PERCEIVED EMPLOYABILITY SKILLS, INDUSTRY COMPETENCIES, AND CAREER PREPAREDNESS”**. This is a requirement for the Bachelor of Science in Hospitality Management in Misamis University. With this, we would like your cooperation in gathering data and information from you by answering the survey questionnaire below.

In accordance with 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 to this instrument will be kept confidential.

Thank you for taking the time to complete this questionnaire.

Respectfully yours,

Peter Del Mar
Rañeil Nicart Espiritu
John Joshua Oniot
Jimart Pacquiao
BSHM Student Researchers

APPENDIX F

Approved Letter of Intent/Letter of Consent



MISAMIS UNIVERSITY
OZAMIZ CITY

September 25, 2024

Ms. Louella Faye R. Lazaro
University Registrar

Dear Ms. Lazaro,




BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT PERCEIV










Questions
Responses 41
Settings

Consent Form

Dear Respondent,

We are currently conducting a research entitled **"BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT PERCEIVED EMPLOYABILITY SKILLS, INDUSTRY COMPETENCIES, AND CAREER PREPAREDNESS"**. This is a requirement for the program of the Bachelor of Science in Hospitality Management in Misamis University. With this, we would like to ask cooperation to gather data and information from you by answering the following survey questionnaire.

In accordance with 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.



APPENDIX G

Statistical Computations

OBJECTIVES OF THE STUDY

This study will seek to explore the influence of BS Hospitality Management employability skills and industry competencies toward their career preparedness. Specifically, this will seek to address the following specific objectives:

Determine the level of BS Hospitality Management perceived employability skills in terms of generic skills, concentration area skills, and functional area skills;

]

Descriptive Statistics



Constructs	M	SD	Interpretation
GS	3.410	.5384	Very High
CAS	3.356	.4977	Very High
FAS	3.369	.4921	Very High
Perceived Employability Skills	3.378	.4613	Very High

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Determine the level of BS Hospitality Management perceived industry competencies in terms of problem-solving abilities, teamwork capabilities, and communication skills;

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PSB	89	1.0	4.0	3.493	.6093
TeamCap	89	1.0	4.0	3.522	.6090
ComSkl	89	1.0	4.0	3.609	.5994
Perceived Industry Competencies	89	1.0	4.0	3.541	.5426
Valid N (listwise)	89				

PSB	3.49
TeamCap	3.52
ComSkl	3.61
Perceived Industry Competencies	3.54

Constructs	M	SD	Interpretation
PSB	3.493	.6093	Very High
TeamCap	3.522	.6090	Very High
ComSkl	3.609	.5994	Very High
Perceived Industry Competencies	3.541	.5426	Very High

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Determine the level of BS Hospitality Management career preparedness in terms of resilience, perseverance, self-efficacy, and adaptability skills;

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Res	89	1.0	4.0	3.580	.6040
Pers	89	1.0	4.0	3.565	.6526
SelfEf	89	1.0	4.0	3.609	.6235
Adap	89	1.0	4.0	3.580	.6040
Career Preparedness	89	1.0	4.0	3.583	.5650
Valid N (listwise)	89				

Pers	3.57
Res	3.58
Adap	3.58
SelfEf	3.61
Career Preparedness	3.58

Constructs	M	SD	Interpretation
------------	---	----	----------------



Explore the significant influence of BS Hospitality Management employability skills and career preparedness;

Correlations			GS	CAS	FAS	Perceived Employability Skills	Career Preparedness
Spearman's rho	GS	Correlation Coefficient	1.000	.788**	.741**	.903**	.900**
		Sig. (2-tailed)	.	.000	.000	.000	.000
		N	69	69	69	69	69
	CAS	Correlation Coefficient	.788**	1.000	.815**	.942**	.941**
		Sig. (2-tailed)	.000	.	.000	.000	.000
		N	69	69	69	69	69
	FAS	Correlation Coefficient	.741**	.815**	1.000	.912**	.721**
		Sig. (2-tailed)	.000	.000	.	.000	.000
		N	69	69	69	69	69
	Perceived Employability Skills	Correlation Coefficient	.903**	.942**	.912**	1.000	.714**
		Sig. (2-tailed)	.000	.000	.000	.	.000
		N	69	69	69	69	69
	Career Preparedness	Correlation Coefficient	.900**	.941**	.721**	.714**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.
		N	69	69	69	69	69

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

Career Preparedness	r-value	p-value	Interpretation
GS	.600**	0.000	Strong Positive Correlation/Highly Significant
CAS	.641**	0.000	Perfect Positive Correlation/Highly Significant
FAS	.721**	0.000	Perfect Positive Correlation/Highly Significant
Perceived Employability Skills	.714**	0.000	Perfect Positive Correlation/Highly Significant

Note: 1). Perfect Negative Correlation (-0.61 to -1.00), Strong Negative Correlation (-0.31 to -0.60), Moderate Negative Correlation (-0.11 to -0.30), Weak Negative Correlation (-0.01 to -0.10), No Correlation (0.00), Weak Positive Correlation (0.01 to 0.10), Moderate Positive Correlation (0.11 to 0.30), Strong Positive Correlation (0.31 to 0.60), and Perfect Positive Correlation (0.61 to 1.00)

2). **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not Significant)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.558	.332		1.677	.098	-.108	1.221
	GS	.693	.238	.660	2.914	.005	.218	1.168
	FAS	.586	.304	.511	1.928	.058	-.021	1.194
	Perceived Employability Skills	-.388	.505	-.317	-.770	.444	-1.398	.619

a. Dependent Variable: Career Preparedness



Excluded Variables^a

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
1	CAS	. ^b	.	.	Tolerance
					.000

a. Dependent Variable: Career Preparedness

b. Predictors in the Model: (Constant), Perceived Employability Skills, GS, FAS

Career Preparedness	b-value	p-value	Interpretation
GS	.603	.005	Positively influences





Explore the significant influence of BS Hospitality Management industry competencies and career preparedness.

Correlations			PSB	TeamCap	ComSkl	Perceived Industry Competencies	Career Preparedness
Spearman's rho	PSB	Correlation Coefficient	1.000	.461 ^{**}	.520 ^{**}	.799 ^{**}	.518 ^{**}
		Sig. (2-tailed)	.	.000	.000	.000	.000
		N	69	69	69	69	69
	TeamCap	Correlation Coefficient	.461 ^{**}	1.000	.789 ^{**}	.888 ^{**}	.844 ^{**}
		Sig. (2-tailed)	.000	.	.000	.000	.000
		N	69	69	69	69	69
	ComSkl	Correlation Coefficient	.520 ^{**}	.789 ^{**}	1.000	.857 ^{**}	.783 ^{**}
		Sig. (2-tailed)	.000	.000	.	.000	.000
		N	69	69	69	69	69
	Perceived Industry Competencies	Correlation Coefficient	.799 ^{**}	.888 ^{**}	.857 ^{**}	1.000	.833 ^{**}
		Sig. (2-tailed)	.000	.000	.000	.	.000
		N	69	69	69	69	69
	Career Preparedness	Correlation Coefficient	.518 ^{**}	.844 ^{**}	.783 ^{**}	.833 ^{**}	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.
		N	69	69	69	69	69

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

Career Preparedness	r-value	p-value	Interpretation
PSB	.518 ^{**}	0.000	Strong Positive Correlation/Highly Significant
TeamCap	.844 ^{**}	0.000	Perfect Positive Correlation/Highly Significant
ComSkl	.783 ^{**}	0.000	Perfect Positive Correlation/Highly Significant
Perceived Industry Competencies	.833 ^{**}	0.000	Perfect Positive Correlation/Highly Significant

Note: 1). Perfect Negative Correlation (-0.61 to -1.00), Strong Negative Correlation (-0.31 to -0.60), Moderate Negative Correlation (-0.11 to -0.30), Weak Negative Correlation (-0.01 to -0.10), No Correlation (0.00), Weak Positive Correlation (0.01 to 0.10), Moderate Positive Correlation (0.11 to 0.30), Strong Positive Correlation (0.31 to 0.60), and Perfect Positive Correlation (0.61 to 1.00)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.259	.170		1.518	.134	-.082	.599
	PSB	-.353	.104	-.381	-3.402	.001	-.560	-.146
	ComSkl	-.151	.157	-.161	-.968	.337	-.464	.161
	Perceived Industry Competencies	1.441	.242	1.384	5.957	.000	.958	1.925

a. Dependent Variable: Career Preparedness

Excluded Variables^a

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
1	TeamCap	.5	.	.	Tolerance
					.000

a. Dependent Variable: Career Preparedness

b. Predictors in the Model: (Constant), Perceived Industry Competencies, PSB, ComSkl



APPENDIX H

Documentations

Proposal Defense



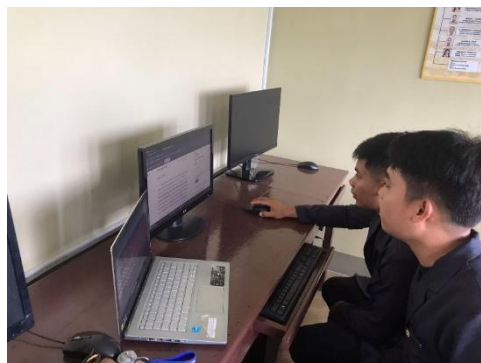
Final Defense



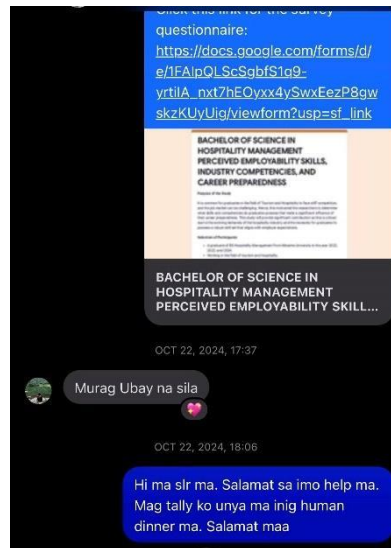
Checking the Revised Papers with our Research Coordinator and Adviser



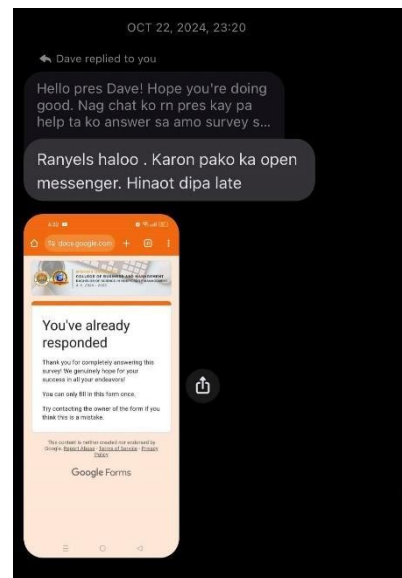
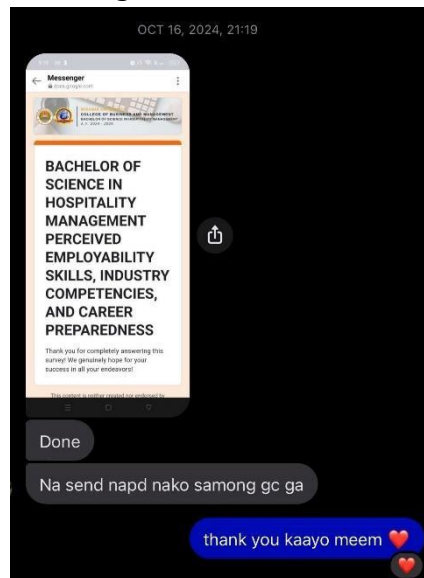
Grammarly Testing



Messaging our Adviser - asking for help to send Research Questionnaires to the Alumni



Data Gathering



APPENDIX I

Plagiarism Test Result

Page 2 of 40 - Integrity Overview
Submission ID Itrncldt:2844790754946

22% Overall Similarity

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

Match Groups

- 116 Not Cited or Quoted 20%**
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- 2 Cited and Quoted 1%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 9%** Internet sources
- 2%** Publications
- 21%** Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

Our system's algorithms look deeply at a document for any inconsistencies that



APPENDIX J

Grammarly Test Result

Report: BSHM_PAPER_GROUP_F

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by Misamis University

General metrics

81,369	10,719	997	42 min 52 sec	1 hr 22 min
characters	words	sentences	reading time	speaking time



APPENDIX K

CURRICULUM VITAE



RAÑEIL NICART T. ESPIRITU

✉ raneilnicart225@gmail.com

☎ 09267571257

PERSONAL INFORMATION

Religion:

Roman Catholic





JOHN JOSHUA D. ONIOT

✉ johnjoshuaoniot85@gmail.com

☎ 09488712758

📍 Purok5, Calabayan, Ozamiz
City, Misamis Occidental, 7200

PERSONAL INFORMATION

Religion:	Roman Catholic
Sex:	Male
Date of Birth:	November 20, 1999
Civil Status:	Single





JIMART PACQUIAO

✉ jimartpacquiao503@gmail.com

☎ 09954791747

📍 Malaubang, Ozamiz City

EDUCATION

PERSONAL INFORMATION

Religion:	Roman Catholic
Sex:	Male
Date of Birth:	July 31, 2001
Civil Status:	Single
Nationality:	Filipino

WORK EXPERIENCE







PETER DEL MAR

✉ peterdelmar29@gmail.com

☎ 09154578486

📍 P-6, Catadman Acasia Ozamiz City

EDUCATION

TERTIARY
MISAMIS UNIVERSITY
BS HOSPITALITY MANAGEMENT
2021 - 2025

SECONDARY
MISAMIS UNIVERSITY
ACCOUNTANCY BUSINESS AND
MANAGEMENT
2019 - 2020
SKILLS

- Creativity
- Communication skills
- Baking
- Detailed oriented and presentation skills

LANGUAGE

English

Filipino

PERSONAL INFORMATION

Religion:	Roman Catholic
Sex:	Male
Date of Birth:	December 13, 1998
Civil Status:	Single
Nationality:	Filipino

WORK EXPERIENCE

December 2024 - March 2025
Oakhill Inn

R.A Department

- Changed bed linens and replaced used towels.
- Cleaned and sanitized bathrooms and guest rooms.
- Restocked room supplies like toiletries and water.

ACHIEVEMENTS

- EDUCATIONAL TOUR (2023)
- NC II Housekeeping (2024)
- Carrier Orientation Seminar in the Cruise Line Industry(2023)
- Lecture and Demonstrating on Basic Housekeeping & Bed Making(2023)

REFERENCES

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