

**BS HOSPITALITY MANAGEMENT ON-THE-JOB TRAINING
COMPETENCIES AND INDUSTRY NEEDS ALIGNMENT:
BASES FOR CURRICULUM ENHANCEMENT**

**A Thesis Presented to
The Faculty of the College of Business and Management
Misamis University
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**In Partial Fulfillment of the Requirements for the Degree
Bachelor of Science in Hospitality Management**

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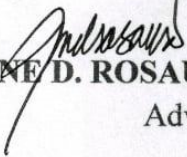
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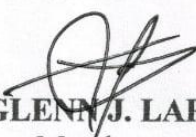
In partial fulfillment of the requirements for the degree Bachelor of Science in Hospitality Management, this thesis entitled, **"BS HOSPITALITY MANAGEMENT ON-THE-JOB TRAINING COMPETENCIES AND INDUSTRY NEEDS ALIGNMENT: BASES FOR CURRICULUM ENHANCEMENT"** has been prepared and submitted by **Cristopher Steve R. Bucog, Jolefer Karylle R. Perolino, Alfredo C. Armamento** has been examined and is recommended for acceptance and approval for oral examination.

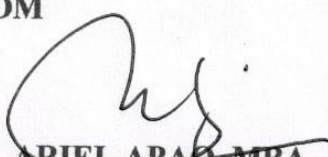

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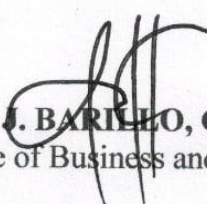
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THESIS ABSTRACT

Title : BS HOSPITALITY MANAGEMENT ON-THE-JOB TRAINING COMPETENCIES AND INDUSTRY NEEDS ALIGNMENT: BASES FOR CURRICULUM ENHANCEMENT

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Graduates entering the hospitality industry must ensure their competencies align with industry demands to enhance employability and career readiness. This study explored the significant influence of BS Hospitality Management's on-the-job training competencies and alignment of industry needs. The study utilized a descriptive-correlational research design was employed. This study was conducted at Misamis University, focusing on thirty (30) recent BSHM graduates and industry professionals—student Intern Evaluation Sheets. Mean and Standard Deviation and regression analysis were used for data interpretation. The result shows that graduates excel in critical abilities such as communication, empathy, problem-solving, Teamwork, customer relationship development, and adaptability. They excel in



essential business office competence, professional behaviour, and communication skills in industry needs.

The alignment between OJT's capabilities and industry requirements is good. While the communication skills and overall OJT competencies significantly impact professional competence, Communication skills and overall OJT competencies substantially influence professional competence. In contrast, problem-solving and Teamwork are considered baseline standards. The findings indicate a "high" degree of competency in important domains, including communication, empathy, cooperation, and problem-solving. While the BSHM curriculum provides students with essential basic competencies, there is also a lack of public speaking, advanced technical skills, and leadership development. Findings indicate a good alignment between OJT competencies and industry needs in foundational areas. The study concludes that the BSHM program at Misamis University successfully provides students with essential skills like communication, Teamwork, problem-solving, and meeting basic industry standards. However, to keep pace with the changing needs of the hospitality sector, enhancements are needed in advanced technical proficiency, public speaking abilities, and leadership development within the curriculum. These upgrades are crucial for ensuring that graduates are prepared for their careers and poised to excel in specialized and leadership positions within the industry. It recommends integrating advanced technical training, public speaking workshops, and analytical skill development to better align the program with the dynamic demands of the hospitality industry.

Keywords: *Hospitality Management, On-the-Job Training (OJT) Competencies, Career Readiness, Industry Alignment, Curriculum Enhancement, Employability Skills, Professional Competence, Communication Skills, Analytical Skill Development.*



DEDICATION

This research is dedicated to those who have illuminated our path throughout this endeavour.

To our families and parents, whose unwavering love, sacrifices, and encouragement have moulded us into the individuals we are now. Your persistent support has been our cornerstone, and each achievement we celebrate reflects your boundless affection and faith in us.

To our educators and mentors, who have not only shared knowledge but have also taught us the importance of resilience and curiosity. Your commitment to educating and guiding us during this research has been priceless, and we are profoundly thankful for your insights.

To the students and upcoming graduates of Misamis University, particularly those studying Hospitality Management, may this research act as a catalyst for further learning and advancement in the industry. We aspire for our work to aid in the development of future professionals who will continue to enhance this field.

Most importantly, we thank the Almighty Father, who has given us strength, patience, and bravery to face every obstacle. His guidance has been our support, and through Him, we have discovered the resolve to finalize this research.

Cristopher Steve R. Bucog
Jolefer Karylle R. Perolino
Alfredo C. Armamento



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Completing this research has been a journey filled with challenges and rewards, and we are deeply grateful to everyone who supported us throughout the process.

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To our Research Coordinator, Dr. Arniel M. Elmedulan, Jr, your expertise and willingness to share knowledge have given us the foundation needed to navigate the intricacies of this research. We genuinely appreciate your support.

To our friends and classmates who have supported us through late nights, countless revisions, and moments of uncertainty, thank you for the shared laughter, encouragement, and camaraderie that made this journey bearable and enjoyable.

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THE RESEARCHERS



TABLE OF CONTENTS

Title Page	1
Approval Sheet	2
Abstract	3
Dedication	5
Acknowledgement	6
Table of Contents	7
List of Tables	8
List of Appendices	9
Introduction	10
Objectives of the Study	15
Review of Related Literature	16
Methods	24
Research Design	24
Research Setting	24
Respondents of the Study	25
Research Instrument	26
Data Gathering Procedure	27
Data Analysis	27
Ethical Considerations	28
Results and Discussions	30
Recommendation Plan	49
Summary	51
Findings	52
Conclusion	53
Recommendations	54
References	57
Appendices	64



LIST OF TABLES

No.	Title	Page
1	On-The-Job Training Competencies	33
2	Industry Needs	46
3	Result of the Correlation and Regression Analysis of On-the-Job Training Competencies and Key Skills in Relation to Hospitality Management Industry Needs.	47



LIST OF APPENDICES

Appendix A. Questionnaire	64
Appendix B. Sample of the Filled-out Questionnaire	68
Appendix C. Informed Consent Form	73
Appendix D. Letter of Consent	74
Appendix E. Statistical Computations	75
Appendix F. Documentation	81
Appendix G. Plagiarism Test Result	83
Appendix H. Grammarly Test Result	84
Appendix I. Curriculum Vitae	85



INTRODUCTION

In today's competitive job market, applicants often struggle to find positions that align with their academic background due to a widening gap between current skills and industry requirements (Rawat, 2023). As new technologies emerge and employment needs evolve, companies increasingly demand specialized skills that many individuals lack. In the hospitality industry, it is evident that current programs sometimes fall short of providing the practical experience necessary to bridge the gap between theoretical knowledge and real-world applications (Ariñez & Sibulan, 2023).

For this reason, the study focuses on two main variables: (1) On-the-job training competencies and (2) Industry needs. On-the-job training (OJT) in hospitality management provides a hands-on approach essential for developing the competencies needed in the hospitality industry. This immersive training occurs within natural work environments, allowing students and professionals to acquire practical skills and integrate fundamental values in Nakahara & Matsuo, 2013. A key aspect of OJT is developing soft skills like communication, empathy, and Teamwork, which are essential for interacting effectively with guests and fostering greater cultural awareness. These skills contribute significantly to delivering high-quality service, which in turn impacts consumer satisfaction and helps organizations stay competitive in the market (Hardjati & Febrianita, 2019).

In Indonesia, the competencies developed during OJT, such as communication, Teamwork, and problem-solving, are highly valued by employers (Saputra, 2015). This aligns with one study's findings that soft skills, including those developed during OJT, are essential for sustained employee success and productivity



in the workplace (Soundararajan et al., 2020). The emphasis on these competencies reflects a broader trend where employers seek graduates who can seamlessly integrate into teams and contribute effectively from day one. Employers increasingly expect graduates to demonstrate a blend of technical and soft skills, which are often cultivated through practical training experiences (Pitan, 2017).

Communication skills are necessary for hospitality skills to secure employability and increase job performance. Employees with strong communication skills are often selected as leaders within the organization.; therefore, this contributes to the organization's growth and personal development. Communication skills can be of various kinds, relating to listening, presenting, and verbal and non-verbal communication skills. It is a form of interpersonal skill that contributes to developing cooperation and relationships with the guests (Tanković et al., 2022). Meanwhile, empathy is another soft skill that employees in the service sector need to master. Empathy is a cornerstone in organizations' front and back ends; it motivates and empowers employees to provide their best service. Empathy in the service sector context is not an emotion but skills and behaviour toward others (Manola & Papagrigoriou, 2019).

Problem-solving is another important soft skill that employees in the service sector need to possess. This ability requires the employees to be analytical and creative and possess critical thinking abilities; this skill heavily relies on collaboration between other employees and guests. Employees can face all kinds of problems while providing their service to the guests, and knowing the people to reach out to is beneficial. On the other hand, Teamwork is also essential because it enables the employees to provide their services swiftly and efficiently (Kumar et al.,



2022). In most organizations, effective Teamwork requires understanding and respecting each other's needs. It is important for successful collaboration between team members.

The industry-specific skills are those directly relevant to a particular field, acquired through specialized education, training, or hands-on experience (Fuller, 2022). These skills are essential for meeting industry demands and are assessed through various sub-variables. Core Business Office Competencies are essential skills and abilities that enable individuals to perform effectively in business environments, particularly in administrative and managerial roles. These competencies are critical for ensuring operational efficiency, enhancing productivity, and fostering a collaborative workplace culture. Work Characteristics/ Technical Competence are integral components of effective job performance across various industries. Lastly, Job Knowledge and Professional Competence are essential principles in many areas, especially in healthcare and education, where they significantly impact results and performance. A person's knowledge, abilities, attitudes, and behaviours necessary for successful performance in a professional capacity are all included in their definition of professional competence.

The hospitality industry, however, faces significant challenges due to a skills gap among new graduates, who often lack the necessary workplace competencies (Fajaryati et al., 2020). As new technologies emerge and employment needs change, there is an increasing gap between people's current abilities and those that companies require. This gap is widening as the nature of employment changes, and companies demand increasingly specialized skills that many individuals lack. By analyzing secondary data such as reports, assessments, and feedback from recent graduates and



industry partners, this study aimed to identify strengths and areas for improvement in the BSHM program. The goal is to enhance graduate employability and better prepare students for careers in hospitality management.

Higher Education Institutions (HEIs) have a significant role in ensuring that their programs equip students with skills that match the evolving requirements of the labour market (Saong et al., 2023). They act as talent engines, fostering innovation and competence to produce graduates who are competitive both locally and globally (Abelha et al., 2020; Cuadra et al., 2019).

The findings of this study will provide valuable insights into how well the BSHM curriculum meets industry demands and will suggest necessary changes to improve student outcomes and align with industry standards (Ariñez & Sibulan, 2023). However, the study's limitations include its focus on a specific institution and region, potential sample size constraints, and the dynamic nature of industry standards and curricula.



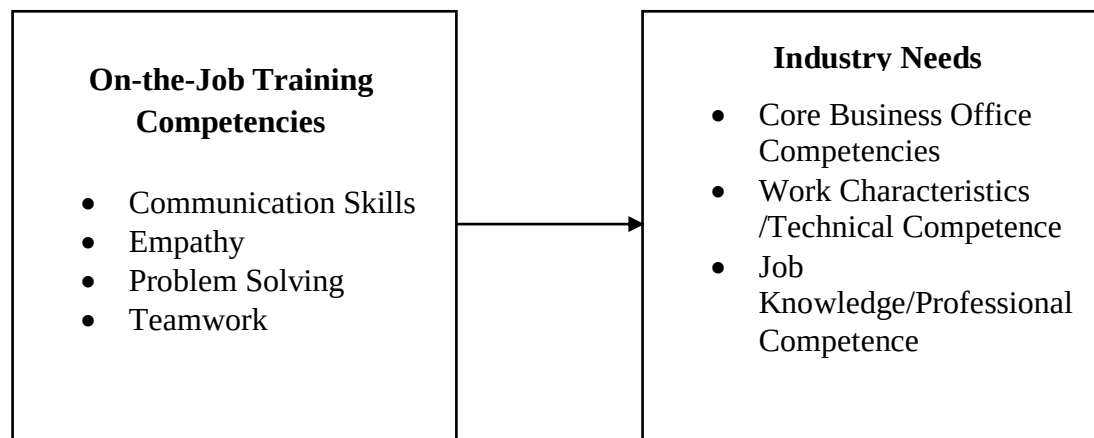


Figure 1. Schematic Diagram of the Study

OBJECTIVES OF THE STUDY

This study sought to explore the significant influence between BS Hospitality Management On-The -Job Training Competencies and industry needs alignment. Specifically, this study sought to address the specific objectives of the study:

1. Determine the level of BS Hospitality Management On-The -Job Training Competencies in terms of communication skills, empathy, problem solving and Teamwork.
2. Determine the level of BS Hospitality Management industry needs in terms of core business office competencies, work characteristics /technical competence, job knowledge/professional competence.
3. Explore the significant influence of On-The -Job Training Competencies for BS Hospitality Management and Industry Needs.
4. Provide a recommendation plan for curriculum enhancement based on the stipulated result.



REVIEW OF RELATED LITERATURE

The hospitality industry is a significant contributor to economic growth, providing millions of jobs and generating substantial revenue. As the industry continues to expand, there is an increasing demand for skilled professionals who can meet the dynamic needs of hospitality businesses. Educational institutions worldwide are striving to equip students with the necessary skills and knowledge to thrive in this competitive field. Studies have shown that aligning academic curricula with industry requirements is essential for producing graduates who are not only employable but also capable of advancing in their careers (Ariñez & Sibulan, 2023)

Communication skills. The importance of communication skills in the hospitality sector is underscored by their role in customer service. Effective communication not only facilitates the delivery of services but also enhances the overall guest experience. Similarly, the ability to communicate effectively with customers can lead to improved service delivery and increased customer loyalty, as emphasized in hospitality literature (Ariyati, 2022). Employees in tourism and hospitality should be carefully recruited and receive continuous training because their communication skills are an important indicator of positive interaction with customers (Cuic Tankovic, 2020). Communication skills in the 21st century is crucially important and intricately linked with the speaking and listening abilities inherent in language literacy (Ichsan et al., 2020). Communication skills have been extensively studied in relation to the hospitality industry, with various studies shedding light on their significance (Loreto, 2019). For instance, Tankovic (2022) has conducted a study aiming to comprehend and conceptualize the multidimensional nature of communication skills in the modern tourism workplace.



Moreover, in hospitality, where collaboration is key to operational success, effective communication can mitigate misunderstandings and enhance team dynamics. Although the study on communication patterns in healthcare settings revealed that effective communication among team members leads to better management and improved outcomes, this principle is equally applicable in hospitality, where clear communication can enhance coordination among staff, leading to a more efficient service delivery process (Korzh & Tsodikova, 2019). Training programs aimed at enhancing communication skills are crucial for preparing students and professionals in the hospitality industry. Evidence suggests that structured communication skills training can significantly improve interpersonal skills among respondents (Brahmbhatt & Lodhiya, 2019). Continuous professional development in communication skills is necessary to adapt to the evolving demands of the hospitality industry, especially in the context of increasing diversity among clientele (Özkan et al., 2019)

Empathy. Empathy plays a crucial role in delivering a successful service experience, as supported by references to empathy in academic papers and the industry's growing emphasis on fostering empathy in every service interaction. Consequently, the significance of empathy training is acknowledged for equipping managers and service employees (SEs) with the necessary qualities of care and compassion to effectively cater to service users (SUs) during interactions (Lajante, 2023). The importance of empathy in intercultural competence argues that understanding diverse perspectives enhances leadership effectiveness and contributes to job satisfaction among educators (Villar, 2023). Empathic leadership means having the ability to understand the needs of others and being aware of their feelings



and thoughts (Gentry, 2024). Unfortunately, it has long been a soft skill that is overlooked as a performance indicator.

Research indicates that employees who exhibit high levels of empathy are better equipped to understand the motives and emotions of customers, which leads to improved service quality and customer satisfaction (Elche et al., 2020). Empathy training for service employees is important, as it equips them with the necessary skills to engage compassionately with clients, thus enhancing the overall service experience (Lajante, 2023). Furthermore, the hospitality sector's reliance on empathic interactions requires ongoing training programs that cultivate these competencies among staff (Arslan & Abdelgaffar, 2023). As organizations adopt agile methodologies, the ability to empathize with clients and colleagues becomes crucial for understanding user needs and fostering a collaborative work environment. Empathy is fundamental for non-medical care providers in healthcare, as it enhances their ability to connect with patients and improve care outcomes (Han & Kim, 2021). Empathy is increasingly recognized as a key component of emotional intelligence, which is essential for navigating the complexities of modern work environments (Warrier et al., 2021). As industries become more interconnected and diverse, the ability to empathize across cultural boundaries is vital for fostering inclusive workplaces and enhancing cross-cultural competence. This is particularly relevant in global human resource development, where understanding and respecting cultural differences can lead to more effective team dynamics and organizational success (Mouboua, 2024).

Problem Solving. Problem-solving skills are basic skills that today's learners require. This is especially true, as changes in the economic, organizational, and



technological forces have changed the nature of most workplaces. The ability to solve a complex or an ill-structured work problem in the workplace is the kind of skill demanded at a high-level performance organization. The problem is usually not clearly defined or fully known, multiple and often conflicting opinions exist, and there is no single, correct solution in complex or ill-structured work problems (Lohman, 2002). Thus, the ability to solve ill-structured problems has become a critical competency for the workforce (Jonassen, 1997). Consequently, many training institutions are working to improve their curricula to meet the demands of today's industries. Problem-solving is a strategic competency shown by students in understanding, choosing approaches and problem-solving strategies, and solving models to solve problems (Regulation of the Minister of National Education of the Republic of Indonesia No. 22 of 2006). In addition, Gagne also stated that the ability to solve problems is a set of procedures or strategies that enable one to increase independence in thinking (Amir, 2009). In developing problem-solving competencies, between learning content and problem-solving competencies, it is unnecessary to be carried out in different activities so that interrelated activities can achieve goals in learning (Yeo & Tan, 2014).

Teamwork. Teamwork is an activity that is managed and carried out by a group of people who are members of an organization Guinalú and Jordán, (2016). Teamwork can enhance collaboration and communication within and between parts of the organization. Usually, Teamwork consists of people who have different expertise, so it becomes a strength in achieving organizational goals. Teamwork is a group where individual efforts produce higher performance than the number of individual inputs Walter et al., (2019). According to Smither et al., (1996), an



effective team is a team that allows its members to be able to produce task completion that is greater in number than the results of individual work because their work is the result of the team members' contributions together. Team members usually come from a department of about ten people who have regular meetings every week, b) self-managed team, a team that is intended to improve productivity by giving authority to the group to manage their work, for example, scheduling work, determining work methods, supervising members, giving rewards and punishment to members, and recruiting members. This membership usually comes from one department performing the same task; c) the cross-functional team is intended to complete specific tasks, such as new product development or planning and compensation system changes. These team members come from various departments with different expertise and orientation who work together to achieve a goal reward, punish members, and recruit members.

Moreover, the integration of experiential learning opportunities, such as internships and OJT, is vital for developing these teamwork skills. Engaging students in real-world scenarios allows them to practice and refine their collaborative abilities in a supportive environment, thereby enhancing their readiness for the workforce (Roma, 2021). The emphasis on teamwork skills within the Bachelor of Science in Hospitality Management curriculum is essential for producing graduates who are technically proficient and capable of thriving in collaborative work environments. By leveraging CRM principles and experiential learning, educational programs can enhance students' teamwork competencies, ultimately leading to improved outcomes in the hospitality industry.



Core Business Offices Competencies. Core competencies encompass broad skill sets that offer workers a framework for success in the workplace. They establish a connection between our beliefs and actions and are related to our organizational principles. Depending on the role, each competency's significance and expression may change. These fundamental skills offer a framework for performance management, professional growth, and goal-setting that applies to all roles (Baker, 2019). Customer focus is increasingly recognized as a core competency that drives business success. Organizations that prioritize understanding and meeting customer needs are more likely to achieve competitive advantages in their respective markets (Nuryanto et al., 2020). This focus on customer satisfaction is supported by the notion that core competencies should align with customer expectations and market demands, thereby enhancing overall business performance.

Work Characteristics/Technical Competence. Essential for preparing students for prosperous employment in the hospitality sector. Its dynamic nature necessitates that professionals have a combination of technical and interpersonal abilities in order to manage operations and provide outstanding customer service. The changes in job demands and resources significantly influenced employees' EWB, which in turn affected job-related attitudes such as commitment and satisfaction. Work characteristics can enhance mental well-being and engagement among employees Grebler, E., & Kottwitz, M. (2022). Technical competencies, particularly in areas such as customer service, operational management, and safety protocols, are equally critical. A study on BSHM students' perceived competencies revealed that while students felt moderately competent across various areas, there remains a pressing need for enhanced training and resources to meet industry standards (Arslan, A,



2023). This aligns with the findings of Barr and Nabi, who discuss the necessity of employability skills, including technical competencies, in preparing students for the workforce (Barr & Nabi, 2022). Furthermore, the evolving nature of the hospitality industry necessitates continuous professional development to adapt to new technologies and customer expectations, as digital literacy and transformative skills as essential in the modern workplace (Weritz, 2022).

Furthermore, technological competencies are expressed through specialized knowledge of many professional areas. Therefore, in every professional field, the technical competencies would act transversally for processing information, knowledge, communication, and intelligence. It is anticipated that technological competence will function in a symbiotic manner with other field-specific skills in relation to performance; that is, one type of competence cannot exist independently of the other. Technological competencies could be thought of as "modelers" of professional competencies in this way. By examining and contrasting all of the definitions of technological competence that come from various professional fields, as well as how it has changed over time, it is possible to conceptualize the concept and identify its key characteristics for creating training and assessment plans that are appropriate for enterprises companies (Candolfi et al., 2019).

Job Knowledge/ Professional Competence. Studies show that properly structured training initiatives can greatly boost job satisfaction and overall job performance in the hospitality industry. According to Wang (2019), successful training not only enhances employees' expertise and capabilities but also encourages a culture of sharing knowledge and innovation, ultimately leading to improved organizational sustainability and employee retention. The employability of



hospitality graduates is fundamentally linked to their job competencies, defined as the abilities necessary to perform effectively in the industry (Putra et al., 2022). The integration of sustainable practices within human resource management is becoming increasingly important. Wang's study indicates that fostering an environment conducive to job satisfaction through knowledge sharing can enhance innovation capabilities within hospitality organizations (Wang, 2019). This suggests that professional competence is about individual skills and creating a collaborative workplace culture that promotes continuous learning and improvement. Additionally, as stated by Muhammad (2023), the significance of training and development in enhancing professional competence cannot be overstated. Muhammad emphasizes that effective human resource management practices, including training and career development, are essential for achieving success in the hospitality industry. This highlights the need for ongoing professional development to ensure that employees remain competent and can adapt to the fast-paced changes characteristic of the industry.



RESEARCH METHODOLOGY

Design

The study used a quantitative approach integrating a descriptive correlational research design. The descriptive design collected data on prevailing conditions and descriptions and analyzed them using the quantitative method (Samonte & Guzman, 2019). Furthermore, quantitative information on the skills that industry stakeholders considered important and the skills that students report having following their OJT was gathered through a structured survey. The mean competency ratings and differences between the two groups the data were evaluated using descriptive statistics. Clarity and applicability in assessing certain abilities were ensured via a revised questionnaire. This design was appropriate for the study as it explored the significant influence of BS Hospitality Management On-the-Job-Training competencies and industry needs alignment.

Setting

The study was conducted at a university with a strong academic focus, particularly in areas associated with hospitality management. The study focused on recent graduates of a Bachelor of Science in Hospitality Management degree, with a special emphasis on those who had undergone on-the-job training (OJT) in various hotels. These OJT internships were critical in giving students hands-on experience in hotel operations, bridging the gap between academic knowledge and application in the real world.

The study acquired useful information from key industry professionals, including managers, supervisors, and trainers, who watched and evaluated the graduates'



performance and skills during their training. The major purpose was to assess the alignment of skills and knowledge gained throughout the OJT program with the specific competencies required by the hospitality industry. This review sought to assess the program's curriculum's performance and suggest improvement areas, ensuring that future graduates are well-prepared for employment in hotel management.

Respondents of the Study

In this study, the respondents were recent graduates of the Bachelor of Science in Hospitality Management (BSHM) program who had finished their on-the-job training (OJT) and the industry professionals in responsible for managing these students in their respective organizations. The target sample comprised thirty (30) recent graduates selected to represent an extensive diversity of experiences from various hotels where the students conducted their OJT. These recent graduates were chosen because they completed their OJT and actively participated in the program. Further insights have been collected from industry experts, such as hotel managers, human resource specialists, and supervisors, who managed these graduates during their OJT. Their feedback was critical in determining how well the graduates' abilities corresponded with the needs of the hospitality sector and highlighting areas where they may require more development.



Instruments

A. *Respondents Competency Questionnaire*. It is a five-point Likert scale questionnaire that was adopted from (Ramisetty, et al., 2017), (Bagon, et al., 2023) & (Kanyama et al., 2022). The questionnaire consists of 4 constructs: communication, empathy, problem solving and Teamwork. It has 30 indicators. It was tested from the other studies. In determining the level of respondent's competency among graduates of BS Hospitality Management, the following scale was used:

Responses	Continuum	Interpretation
5 – Strongly Agree (SA)	4.21 – 5.0	Very High (VH)
4 – Agree (A)	3.41 – 4.20	High (H)
3 – Neutral (N)	2.61 – 3.40	Average (N)
2 – Disagree (D)	1.81 – 2.60	Low (L)
1 – Strongly Disagree (SD)	1.0 – 1.80	Very Low (VL)

B. *Industry Needs Questionnaire*, a five-point Likert scale, was employed, utilizing secondary data obtained from the Student Intern Evaluation Sheets. These sheets were completed by the respective hotel establishments where recent graduates from the previous year's On-the-Job Training (OJT) program conducted their training. The evaluation forms, completed by industry professionals who supervised the trainees, serve as the primary source for analyzing and assessing the specific competencies and needs of the hospitality industry. The questionnaire is structured around three (3) constructs: Core Business Office Competencies, Work Characteristics/Technical Competence, and Job Knowledge/Professional



Competence. Each construct is measured by specific items or indicators, which represent distinct tasks or behaviors, all rated on the Likert scale. The questionnaire includes a total of 67 indicators. To determine the competency levels of the graduates of the BS Hospitality Management program, the following scale was utilized:

Responses	Continuum	Interpretation
5 – Very Evident (VE)	4.21 – 5.0	Excellent (E)
4 – Somewhat Evident (SE)	3.41 – 4.20	Very Good (VG)
3 – Evident	2.61 – 3.40	Good (G)
2 – Less Evident	1.81 – 2.60	Fair (F)
1 – Not Evident	1.0 – 1.80	Poor (P)

Data Gathering Procedure

Before conducting the study, the researcher sought a letter of consent from the Dean of the College of Business and Management, and it was conferred with the thesis adviser. After the authorization was granted, the researcher sent questionnaires to the respondents. The medium data collection was done among selected graduates of BS Hospitality Management, provided that all the respondents were given a letter of consent attached to the Google forms. Once the questionnaires were answered, the researcher retrieved them by recording all the data from Google Forms. The data collected were tallied, evaluated, and analyzed using statistical methods.

Data Analysis

The following statistical tools were used in analyzing and interpreting the data collected in this study:



Mean and Standard Deviation were used to measure the level of BS Hospitality Management on the Job Training competencies and Industry Alignment: Basis for Curriculum Enhancement and to determine the level of BS Hospitality Management Industry needs in terms of core business office competencies, work characteristics/ technical competencies, and job knowledge/ professional competence.

Multivariate Regression Analysis was used to determine the significant effect of on-the-Job Training Competencies on BS Hospitality Management and Industry Needs.

Ethical Considerations

This research's primary focus was on those protected by ethical codes. A number of ethical guidelines must be followed while conducting research on how well BS Hospitality Management programs' on-the-job training abilities match industry demands. This is to protect the study's integrity and the participants' well-being. The most important thing to be sure of is that no participants experience any kind of physical, emotional, or psychological harm (Bryman & Bell, 2007). Prioritizing respect for each respondent's dignity was ensured.

Before the study starts, respondents will give their full informed permission after being fully told about the purpose, procedures, and right to withdraw at any time. Furthermore, it is important to safeguard participant privacy through the adoption of secure data handling protocols, confidentiality, and anonymity guarantees for study participants and participating organizations (Bryman & Bell, 2007). Regarding the goals of the study, the researchers will not mislead; instead,



they will openly reveal any connections, funding sources, and possible disagreements of concern. Lastly, all research-related communications shall be done honestly, free from misinformation and biased representation of findings. As Bryman and Bell (2007) stated, following these moral guidelines will allow the study to provide valuable insights while protecting participants' rights.



RESULTS AND DISCUSSIONS

Level of On-the-Job Training Competencies

Shows the level of On-the-Job Training (OJT) competencies categorized into five principal constructs: Communication Skills, Empathy, Problem Solving, Teamwork, and Overall OJT Competencies. The findings suggest that graduates generally regard themselves as proficient in all these areas. This is evidenced by a composite mean score of 3.583 on the competency scale, corresponding to a "High" level of proficiency.

According to Table 1, the Problem-Solving construct received an average score of 3.609, corresponding to a "High" interpretation. Graduates view themselves as proficient in identifying issues, analyzing challenges, and crafting effective solutions. Nevertheless, there is room for improvement in consistently recognizing complex problems and prioritizing solutions to align with industry standards.

The concept of Teamwork received an average score of 3.580, falling under the "High" category. Graduates typically feel assured in their capacity to work with a diverse range of colleagues, remain adaptable, and foster positive professional relationships. Nonetheless, they exhibit slightly less confidence when interacting with superiors and leading teams, highlighting areas that could benefit from further development.

Communication Skills obtained an average score of 3.580, which corresponds to a "High" rating. This outcome implies that recent graduates typically consider themselves competent in expressing ideas effectively, communicating clearly with

peers and stakeholders, and adapting their style according to different contexts. Nonetheless, areas like public speaking and advanced communication techniques might need further improvement to achieve complete mastery.

Empathy received an average score of 3.565, falling under the "High" category. This indicates that graduates can understand and address customer needs, uphold fairness, and listen carefully. While they feel confident in their empathy skills, further training might be beneficial to consistently enhance their ability to offer proactive and personalized service effectively.

Proficient problem-solving skills are crucial for those entering the workforce, as they allow individuals to effectively identify challenges and set goals (Nisa et al., 2021). While graduates often feel assured of their problem-solving capabilities, continuous improvement is necessary to consistently tackle complex issues in line with industry standards. According to Rasyidina (2023), higher self-efficacy correlates with superior problem-solving abilities, indicating that confidence can greatly impact performance in real-world situations. Effective decision-making is especially vital in high-stakes healthcare environments where prompt and effective solutions are critical (Jeong, 2021).

Teamwork is defined by adaptability and a shared commitment among its members, which is crucial for achieving successful outcomes in any professional setting, including healthcare (Walton et al., 2020). Teams that exhibit strong dedication to these teamwork principles consistently outperform those without such commitment, highlighting the importance of being adaptable in dynamic environments (Incze et al., 2021). Furthermore, new graduates often struggle with



leadership roles due to insufficient practical experience and training. Uddin's study indicates that although teamwork skills are important, many graduates feel unprepared for leadership responsibilities, which can negatively affect their employability (Uddin, 2021).

Effective communication skills greatly enhance employability, as employers often prioritize candidates who can convey their ideas clearly despite varying levels of language proficiency (Basir et al., 2022). Although graduates might feel confident in their basic communication abilities, critical areas—such as public speaking and advanced techniques—require further development to achieve complete mastery. As Sakri (2023) noted, while foundational communication skills are crucial for career preparation, students must actively acknowledge and address their challenges to improve marketability. This perspective highlights the importance of continuous improvement in complex areas like public speaking and advanced interpersonal interaction. Moreover, self-assessment tools play a vital role in promoting lifelong learning and enhancement of communication skills among professionals across different fields (Baitha et al., 2019).

Tang et al. (2022) highlight that empathy is critical to customer satisfaction, emphasizing the positive influence of empathetic service employees on customer experiences. The study stresses the importance of empathy for cultivating both loyalty and satisfaction among customers, pointing out that although graduates often feel confident about their empathic abilities, there is room to enhance these skills for more proactive and personalized interactions. Empathy is vital for comprehending and meeting customer needs effectively. Across various studies, it emerges as a



consistent theme that while graduates generally have a basic empathic understanding, targeted training can significantly improve their ability to deliver effective and individualized services.

In summary, the "High" evaluation of On-the-Job Training (OJT) competencies shows that graduates are well-equipped with essential skills such as communication, Teamwork, empathy, and problem-solving necessary for careers in the hospitality industry. This indicates the program's effectiveness in preparing students to meet industry standards. Nonetheless, gaps have been identified in advanced technical skills and public speaking abilities, pointing to a need for curriculum improvements to ensure graduates are thoroughly prepared for the evolving demands of the field.

Table 1
On-The-Job Training Competencies

Constructs	M	SD	Interpretation
Communication Skill	3.580	3.971	High
Empathy	3.565	4.194	High
Problem-Solving	3.609	3.907	High
Teamwork	3.580	4.200	High
OJT Competencies	3.583	4.068	High

Legend: 4.21-5.0 = Very High, 3.41-4.20 = High, 2.61-3.40 Average, 1.81-2.60 = Low, 1.0-1.80 = Very Low



Industry Needs

As stated in Table 2, the summary of competencies related to Industry Needs reflects the professional evaluation of students' performance during their On-the-Job Training (OJT).

The concept of General Office Administration achieved an average score of 4.411 and a standard deviation of 0.5374, which is interpreted as "Excellent." This indicates that graduates are skilled in scheduling, prioritizing tasks, and meeting deadlines, demonstrating their preparedness to manage administrative duties effectively within the hospitality sector.

Effective time management and task prioritization are crucial in the hospitality industry. The incorporation of information and communication technology greatly improves office administration by enabling efficient data handling and communication—key elements for scheduling and organizing tasks (Maulidah, 2024). This technological integration helps graduates streamline administrative processes, enhancing their ability to manage office responsibilities effectively. Commitment and organizational culture play pivotal roles in boosting administrative staff performance. Well-prepared graduates contribute positively to the work environment by promoting a culture that emphasizes efficiency in managing tasks. A comprehensive training approach ensures that they acquire technical expertise and develop interpersonal skills essential for Teamwork and effective communication (Kholid, 2023). Furthermore, as highlighted by Geisler and Salo (2020),



administrative officers need a diverse skill set—including decision-making abilities—to succeed in their roles.

The Information Management and Communication construct achieved an average score of 4.289, with a standard deviation of 0.5084, which is interpreted as "Excellent." Graduates show strong skills in identifying pertinent information, keeping organized systems, and ensuring effective communication. However, there is room for improvement in enhancing advanced data management techniques.

According to Koehorst et al. (2021), effective information management is increasingly regarded as a vital competency across various sectors, including hospitality and business. While it stands out as an essential 21st-century skill, there remains a scarcity of research exploring the organizational factors that impact employees' abilities in this area. Effective communication plays an indispensable role in successful information management; soft skills like communication greatly influence both creativity and performance within organizations (El-Tabal, 2020). This underscores how graduates' ability to communicate effectively not only enhances their personal job roles but also contributes significantly to the overall success of their organizations. Furthermore, Darmont et al. (2022) highlight the importance of ongoing advancements in data management techniques—encompassing various algorithms and methods crucial for robust information systems—which are necessary for continual improvement.

The category of Word Processing and Communication attained an average score of 4.333 with a standard deviation of 0.4436, which is interpreted as "Excellent." This demonstrates graduates' expertise in formatting, proofreading,



crafting professional documents, and possessing strong oral and written communication abilities.

Effective communication plays a crucial role in the hospitality industry, where interactions with clients and colleagues are both frequent and diverse. Strong communication skills are key to service innovation and customer satisfaction within this sector (Kandampully et al., 2022). The ability to convey information clearly and professionally enhances guests' overall experience, which is fundamental in hospitality management. This observation supports findings that recent graduates tend to excel at crafting professional documents while maintaining effective communication. Furthermore, the importance of written communication emphasizes the interconnectedness with oral skills within academic environments (Deeba et al., 2021). Having a strong communication ability is essential for success across various professions, including hospitality—where clear documentation coupled with verbal interaction is vital for operational efficiency and high-quality customer service. Additionally, addressing students' apprehension about communicating can boost their confidence as well as effectiveness in both spoken and written contexts. (Loureiro et al., 2020)

The Core Business Office Competencies attained the highest average score of 4.527, with a standard deviation of 0.3300, indicating an "Excellent" performance level. Graduates demonstrate exceptional skills in multitasking, adhering to policies, and efficiently managing administrative tasks, showcasing their preparedness for professional roles.



In the hospitality sector, multitasking is an essential skill, as professionals are often required to manage multiple responsibilities at once. Morozov and Morozova (2019) highlight that this industry's dynamic environment demands digital competencies and multitasking abilities from its workers. This supports findings indicating that graduates excel in efficiently handling various administrative tasks—a crucial factor for maintaining operational efficiency within hospitality settings. Adhering to policies and procedures also plays a vital role in the success of hospitality businesses. Following organizational guidelines is critical for effectively operating service-oriented sectors like hospitality, according to Yap et al. (2022). Furthermore, efficient management of administrative duties has been linked with improved management practices and overall performance across organizations by fostering core managerial skills among those working in this field (Kakemam et al., 2021). This indicates that not only do graduates skilled in administrative management enhance their roles individually, but they significantly contribute to their organization's broader success as well.

The concept of Information Management and Transmission was rated with an average score of 4.289, accompanied by a standard deviation of 0.5084, which is considered "Excellent." This suggests that graduates excel in recognizing essential information, managing organized information systems efficiently, and facilitating effective data transmission. These skills are crucial for maintaining seamless operations within the hospitality industry, particularly in positions demanding precise record-keeping and communication abilities. Nonetheless, there might be



opportunities to enhance advanced data management capabilities and proficiency with specialized software applications.

This text examines how communication technology and information management are integrated within hospitals, drawing parallels to the hospitality industry. A study by Zhang et al. (2023) underscores the significance of a structured information management system that bolsters operational processes, highlighting the necessity for graduates to be skilled not just in basic information handling but also in advanced data techniques and specialized software applications aimed at boosting efficiency. Furthermore, Rahmasari (2023) points out that implementing management information systems is vital for enhancing hospital performance—a concept equally applicable to hospitality management. Proficiently managing and transferring information is crucial for upholding high service standards and achieving operational excellence in both sectors.

The concept of Professional and Ethical Behavior achieved an average score of 4.433 with a standard deviation of 0.3680, classified as "Excellent." Graduates demonstrate honesty, integrity, and professionalism—fundamental qualities for upholding ethical standards in the workplace.

Mert et al. (2022) emphasize the importance of professionalism and ethical behavior in hospitality, a field where employees frequently interact with diverse clientele and encounter complex ethical challenges. Just as professional values boost the quality of care among healthcare workers, they play a crucial role in hospitality by directly impacting customer satisfaction and service quality. This highlights the need for graduates to embody integrity and uphold professional standards when



engaging with guests and colleagues. Additionally, Marzoghi et al. (2021) highlight that social capital intertwines with ethical behaviour; fostering an environment conducive to ethics is vital for nurturing professional conduct within staff members. Creating such an atmosphere is key to sustaining high levels of professionalism across hospitality venues. Tavani et al. (2022) further assert that having a robust ethical foundation is essential for making informed decisions professionally—a notion especially pertinent in hospitality settings where employees often confront situations demanding strong moral judgment aligned with organizational norms. Demonstrating proficiency at handling these scenarios effectively showcases graduates' readiness to meet industry-wide expectations regarding ethics.

The area of Problem Solving and Decision-Making was rated with a mean score of 4.294 and a standard deviation of 0.4907, classified as "Excellent." Graduates show proficiency in analyzing problems and making informed decisions; however, there is room for growth in adopting more innovative problem-solving methods.

Effective problem-solving and decision-making are essential skills in the hospitality industry, where professionals often face complex challenges demanding swift and efficient solutions. Ahmady and Shahbazi (2020) highlight the importance of developing social problem-solving abilities for nursing students—a notion that also applies to hospitality education, given its need for managing guest relations and operational issues effectively. Training in these areas significantly boosts critical thinking capabilities vital for success in hospitality settings. Hamedani et al.'s (2020) study further underscores this by showing how organizational culture influences the



link between decision-making and creative problem-solving. Montgomery (2023) points out limitations within traditional approaches to solving problems, suggesting that educators should promote "decision prompting" strategies that enhance student outcomes. Applying such concepts within hospitality training could empower graduates with experience navigating innovative real-world decisions successfully—benefiting both themselves personally as well as their organizations overall.

The Communication construct achieved an average score of 4.500, with a standard deviation of 0.4854, and was rated as "Excellent." This suggests robust communication abilities, especially in active listening and clear expression—skills essential for both professional and interpersonal engagements.

Teken (2023) emphasizes the crucial role of effective communication in the hospitality industry, where frequent interactions with guests and colleagues demand clarity and professionalism. His research underscores a strong positive correlation between adept communication skills, interpersonal mindfulness, and subjective well-being. The findings suggest that excellent communication abilities not only improve professional interactions but also enhance job satisfaction and mental health—critical factors in high-pressure environments like hospitality. According to Balakrishnan (2023), good interpersonal communication is essential for fostering employee commitment at work, leading to increased productivity and a more enjoyable workplace atmosphere. For graduates entering this field, robust communication skills are key to building positive relationships with both colleagues and customers, ultimately improving service delivery in hospitality settings. Additionally, Dewanti and Novitasari's study from 2020 supports the importance of these competencies by



revealing that students who accumulate more experience tend to develop superior interpersonal communication capabilities.

The Teamwork and Leadership attribute received an average score of 4.407 with a standard deviation of 0.5239, classified as "Excellent." Graduates exhibit robust collaboration and adaptability abilities; however, there is room for improvement in leadership development.

Teamwork plays a vital role in the hospitality sector, where staff collaboration is essential for delivering top-notch service. Building effective collaborative relationships requires dedication and time from professionals (Washmuth et al., 2019). According to Mangiameli et al. (2021), new graduates must possess strong teamwork skills as part of their inter-professional practice proficiency to feel confident in their roles. Employees need to work across various departments cohesively for smooth service delivery, with skills like effective communication and networking gained through inter-professional education enhancing teamwork capabilities within hospitality settings. While graduates generally exhibit robust cooperation abilities, research indicates an ongoing need for growth in leadership competencies—highlighting that strengthening leadership qualities is crucial for making graduates globally employable (Dayaram et al., 2022). Therefore, it suggests that educational programs should focus more on fostering leadership development alongside teamwork skills to prepare well-rounded individuals for industry challenges.

The "Other Competencies" category obtained a mean score of 4.411 with a standard deviation of 0.5374, which is interpreted as "Excellent." This result



underscores the graduates' additional industry-relevant skills, enhancing their adaptability and versatility in professional roles.

The study by Jr (2023) highlights the significance of acquiring a diverse set of skills, noting that tracer surveys are instrumental in keeping curricula relevant and enhancing graduates' marketability. It underscores the necessity for understanding how well educational programs equip students with pertinent skills for contemporary job roles to create effective programs aligning with industry needs. This supports the idea that graduates possessing varied competencies can adapt more effectively to different professional settings. Similarly, as noted by Permatasari and Mardapi (2020), vocational education plays a crucial role in producing graduates equipped with necessary skills tailored to meet industry demands. These findings corroborate that having a wide range of abilities better prepares individuals for navigating challenges within the job market.

The Computer Skills construct achieved an average score of 4.289 with a standard deviation of 0.5084, which is interpreted as "Excellent." This indicates that graduates demonstrate competence in essential software and digital tools; however, there is room for improvement in advanced software proficiency.

According to one study, computer skills have become crucial in the workforce, with an emphasis on proficiency in information and communications technology (ICT), which is increasingly required of university graduates, especially within business environments (Khurram & Bazan, 2021). The research suggests that frequent use of computers may create a false sense of strong abilities without necessarily reflecting true competence. This underlines the importance of graduates



developing robust computing skills to fulfill employer expectations. Additionally, Hidayat et al. highlight the need for skill validation across various fields such as construction; similar principles can be applied to hospitality and service industries (Hidayat et al., 2019). Effective utilization of software and digital tools is essential for efficient task performance, making skill validation vital in ensuring that graduates are well-prepared for their industry demands. Moreover, considering the changes brought about by the Fourth Industrial Revolution—which focuses on developing advanced competencies like those relating to technology—there is a notable gap between basic computer literacy among graduates and what modern employers require (Vista, 2019). Consequently, there's an urgent call for educational institutions to improve curricula aimed at fostering advanced software proficiencies.

The design of Reprographic Machines received an average score of 4.333 with a standard deviation of 0.4436, which is considered "Excellent." Graduates demonstrate proficiency in using different office machines, enhancing their effectiveness in administrative duties.

Being proficient in using reprographic machines is crucial for efficient administrative operations. Imam and Ilori (2022) explore the challenges students face when utilizing services like photocopying and printing within educational institutions, emphasizing that familiarity with these services significantly affects their ability to perform administrative tasks effectively. This supports findings suggesting that graduates are well-prepared to operate various office machines, thereby enhancing their overall efficiency in administrative roles. Furthermore, Ali (2023) underscores the importance of providing learners with skills aligned with



industry requirements, including operating office machinery efficiently. This emphasizes the significance of understanding "Reprographic Machines" to ensure graduates are ready for the practical aspects of their roles in administrative settings.

The construct "Work Characteristics/Technical Competence" received an average score of 4.269, with a standard deviation of 0.4037, rated as "Excellent." This reflects that graduates exhibit high proficiency in technical skills and work-related traits crucial for effective job performance. The findings indicate that graduates are well-equipped to handle the operational demands of the hospitality industry, excelling in customer service, technical expertise, and adaptability to workplace needs.

Hospitality employers expect graduates to have a diverse set of competencies that enable them to address job-related challenges and ensure customer satisfaction (Commey et al., 2020). This expectation aligns with findings indicating that graduates exhibit strong technical skills, which are crucial for handling the operational demands within the hospitality sector. Success in this industry requires effectively engaging with customers while managing technical tasks. Additionally, research by Mohamad et al. emphasizes the need for specific competencies within the hotel industry, including technical expertise, communication abilities, and interpersonal skills (Mohamad et al., 2019). These insights highlight how multifaceted technical competence is; it involves not only being adept at performing technical responsibilities but also having excellent interpersonal and communication capabilities essential for roles focused on interacting with customers.



The construct "Hospitality Management Industry Needs/Job Knowledge/Professional Competence" received an average score of 4.269, with a standard deviation of 0.4037, earning it an "Excellent" classification. This indicates that graduates have a solid foundation in the knowledge and skills essential for success in professional roles within the hospitality industry. Their ability to manage job-specific tasks effectively reflects how well-equipped students are by the curriculum to meet industry standards.

The integration of sustainable human resource management in the hospitality sector highlights the crucial role of knowledge-sharing processes in boosting job satisfaction and fostering innovation, as noted by Wang (2019). This stresses the importance of graduates having a strong foundation in job-related knowledge since it significantly influences their ability to contribute effectively within organizations and adapt to industry demands. According to RAJ (2023), there is an increasing demand for well-trained professionals capable of delivering high-quality service in hospitality. The study emphasizes that education programs must align with industry requirements, ensuring that graduates are equipped with pertinent skills and knowledge essential for success. Findings confirm that current curricula adequately prepare students for operational challenges encountered in the hospitality sector. Moreover, both faculty members and industry representatives stress aligning educational content with professional expectations regarding hotel management subjects (DIMRI, 2023), which ensures graduates acquire the necessary expertise and competence required within this field.



To summarize, the "Excellent" evaluation of industry needs suggests that graduates are thoroughly prepared for their careers, with strong skills in both foundational and specialized areas. This highlights the success of the educational framework in providing graduates with abilities closely aligned with hospitality industry expectations, ensuring they are ready to make significant contributions in professional roles.

Table 2

Industry Needs

Constructs	M	SD	Interpretation
General Office Administration	4.411	.5374	Excellent
Information Management and Communication	4.289	.5084	Excellent
World Processing and Communication	4.333	.4436	Excellent
Core Business Office Competencies	4.527	.3300	Excellent
General Office Administration	4.411	.5374	Excellent
Information Management and Transmission	4.289	.5084	Excellent
Professional and Ethical Behavior	4.433	.3680	Excellent
Problem-solving and Decision-Making	4.294	.4907	Excellent
Communication	4.500	.4854	Excellent
Teamwork and Leadership	4.407	.5239	Excellent
Other Competencies	4.411	.5374	Excellent
Computer	4.289	.5084	Excellent
Reprographic Machines	4.333	.4436	Excellent
Work Characteristics/Technical Competence	4.269	.4037	Excellent
Hospitality Management Industry Needs/Job Knowledge/Professional Competence	4.269	.4037	Excellent



Table 3

Result of the Correlation and Regression Analysis of On-the-Job Training Competencies and Key Skills in Relation to Hospitality Management Industry Needs.

JOB KNOWLEDGE/PROFESSIONAL COMPETENCE/ Hospitality Management industry needs	b-value	p-value	Interpretation
Communication Skill	.036	.006	Positively affect
Problem-Solving	-.113	.523	Does not affect
Teamwork	.044	.838	Does not affect
OJT Competencies	.409	.003	Positively affect

The correlation and regression analysis findings demonstrate the various degrees of effect that particular competencies have on job knowledge and professional competence in the hospitality management business. Communication skills had a favourable and statistically significant influence (b-value 0.036, p-value 0.006). The analysis emphasizes the importance of effective communication in the hospitality business, as it improves professional competency by promoting customer satisfaction, easy operations, and cooperation. In contrast, problem-solving abilities, with a b-value of -0.113 and a p-value of 0.523, had no significant influence on professional competence. While problem-solving is still an essential practical ability, this finding shows that its impact may be situational and dependent on real-time application rather than regularly viewed by current proficiency. Similarly, Teamwork, although a fundamental talent in the hotel business, did not have a statistically significant link with professional competence, as evidenced by its b-value of 0.044 and p-value of 0.838. This might imply that Teamwork is viewed as a

baseline expectation rather than a distinguishing feature. To increase its relevance, advanced collaboration tactics such as team leadership and interdepartmental cooperation should be prioritized. Finally, overall OJT abilities had a substantial positive connection with job knowledge and professional competence (b-value = 0.409, p-value = 0.003). This conclusion emphasizes the importance of hands-on training in providing students with practical skills, ethical decision-making abilities, and the adaptability necessary in the hospitality business. Enhancing OJT programs with organized mentorship, diversified experiences, and strong evaluation procedures can help students better connect with industry demands.



RECOMMENDATION PLAN

The table details activities designed to improve the hospitality management curriculum by targeting competency gaps and aligning with industry demands. It emphasizes initiatives such as workshops, module development, and industry consultations to enhance communication, Teamwork, ethical behaviour, and technical skills. The plan designates responsible personnel for each task, establishes timelines, and allocates a budget to guarantee effective implementation and continuous curriculum improvement.

Activities	Person In-Charge	Period Cover	Budget
Conduct workshops to strengthen communication skills, as they positively affect job knowledge and professional competence.	Program Coordinator & Faculty	2 weeks	PHP 15,000
Integrate problem-solving modules into key courses to address gaps highlighted in regression analysis.	Curriculum Development Team	1 month	PHP 10,000
Develop teamwork-oriented activities and simulations to reinforce industry needs for leadership and collaboration.	Instructors & OJT Supervisors	1 semester	PHP 20,000
Create a course module focusing			

on "Professional and Ethical Behavior" to align with industry needs.	Academic Council & Faculty	2 months	PHP 12,000
Include training for using reprographic machines and core business office competencies in practical OJT programs.	OJT Coordinators & HR Experts	1 semester	PHP 18,000
Host industry consultations to refine curriculum alignment with competencies like computer literacy and technical skills.	Program Coordinator	3 weeks	PHP 8,000
Evaluate curriculum changes through post-OJT surveys and performance metrics analysis.	QA Officer & OJT Evaluators	1 month	PHP 7,000

Chapter 4

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary

Exploring the complex network of skills and industry requirements that influence On-the-Job Training (OJT) alignment in the Bachelor of Science in Hospitality Management, this study examined how well OJT competencies match industry needs. It concentrated on identifying factors for refining the curriculum to improve student preparedness for entering the workforce. Specifically, this study sought to answer the following research questions: (1) Determine the level of BS Hospitality Management On-The-Job Training Competencies in terms of communication skills, empathy, problem-solving and Teamwork. (2) Determine the level of BS Hospitality Management industry needs in terms of core business office competencies, work characteristics /technical competence, and job knowledge/professional competence. (3) Explore the significant influence of On-The-Job Training Competencies for BS Hospitality Management and Industry Needs. (4) Provide a recommendation plan for curriculum enhancement based on the stipulated result. The study used a quantitative approach integrating a descriptive correlational research design carried out at Misamis University, focusing specifically on recent graduates of the Bachelor of Science in Hospitality Management (BSHM) program. A Competency Questionnaire and an Industry Needs Questionnaire (obtained from the Student Intern Evaluation Sheets) were used to gather the data.



Mean and Standard Deviation and Multivariate Regression Analysis were used as statistical tools.

Findings

1. The study revealed that communication skills ($M=3.580$, $SD=3.971$) and empathy ($M=3.565$, $SD=4.194$) are highly ranked among the On-the-Job Training (OJT) competencies. These abilities are crucial for fostering effective interactions with clients and colleagues in the hospitality sector.
2. Both problem-solving ($M=3.609$, $SD=3.907$) and Teamwork ($M=3.580$, $SD=4.200$) received high ratings, suggesting that on-the-job training effectively develops these essential skills in the hospitality industry. However, there was a slight emphasis on Teamwork being marginally more critical to meeting industry needs.
3. The hospitality industry strongly emphasizes communication ($M=4.500$, $SD=0.4854$) and professionalism ($M=4.433$, $SD=0.3680$), indicating their importance in preparing students for the workforce. Industry respondents rated these skills as "excellent."
4. Regression analysis indicated that OJT competencies positively impact industry needs, with a b-value of 0.409 and p-value of 0.003, particularly in communication and teamwork areas. This underscores the need to better align OJT training with skills most valued by employers.
5. Although problem-solving received high ratings in on-the-job training ($M=3.609$, $SD=3.907$), regression analysis showed that it does not significantly impact industry needs (b-value=-0.113, p-value=0.523). This

highlights the necessity for increased focus on developing this skill during OJT sessions.

6. The comparison of OJT competencies with industry needs revealed a gap in specific technical skills, including proficiency in operating reprographic machines and computer literacy—skills highly valued by employers. These areas need to be integrated into the curriculum to improve alignment.
7. The study highlighted the need for changes in the curriculum, particularly by enhancing training in technical skills like computer literacy and broadening professional development workshops. These adjustments aim to address industry-emphasized soft skills, including leadership and ethical behaviour.

Conclusion

1. The study found that students majoring in BS Hospitality Management showed strong proficiency in essential on-the-job training skills. Teamwork (rated at 4.20) and empathy (rated at 4.19) emerged as their strongest areas, followed by communication with a score of 3.97 and problem-solving with a score of 3.91. Although the students excelled in guest interaction and collaborative abilities, they still need to improve their confidence in public speaking and advanced problem-solving skills.
2. Industry stakeholders assessed the graduates' preparedness as "Excellent" in core business office skills (4.527), work characteristics and technical competence (4.269), and job knowledge and professional expertise (4.269).



This confirms that the graduates meet the demands of the hospitality sector effectively.

3. Regression and correlation analyses revealed a significant impact of communication skills ($r = 0.530$, $p = 0.006$) and overall on-the-job training competencies ($r = 0.409$, $p = 0.003$) on meeting industry expectations. In contrast, Teamwork ($p = 0.838$) and problem-solving abilities ($p = 0.523$) did not demonstrate statistically significant effects, implying that although these skills are important, they may play a secondary role in addressing specific industry requirements.
4. The findings highlight the critical need to improve communication skills and bolster on-the-job training programs, ensuring that graduates' abilities are in line with industry requirements for professional success in the hospitality sector.

Recommendations

1. Enhancement of Communication Skills

Based on the findings highlighting the significant impact of communication skills (mean score: 3.97) on meeting industry expectations, it is recommended that Misamis University incorporate specialized modules in professional and intercultural communication into the BSHM curriculum. The university can partner with local communication experts or training centers to conduct public speaking workshops and digital communication training. These initiatives will strengthen students' ability to confidently engage with diverse stakeholders in the hotel industry.



2. Empathy Development

Given the high empathy scores (mean score: 4.19), Misamis University should collaborate with hospitality training organizations to design service-learning programs and customer experience simulations. These activities will help students further refine their emotional intelligence and interpersonal skills, ensuring their readiness to deliver exceptional service and respond effectively to guests' needs.

3. Improvement of Problem-Solving Skills

To address the moderate performance in problem-solving (mean score: 3.91), it is recommended that Misamis University work with hotel industry partners to develop scenario-based training modules. These modules should simulate real-world challenges in hotel operations, such as conflict resolution and operational decision-making, enabling students to gain practical experience in solving industry-specific problems.

4. Teamwork and Leadership Development

With Teamwork scoring the highest (mean score: 4.20) but lacking direct statistical significance, Misamis University should strengthen collaborative learning activities by integrating peer-assessment systems and group leadership rotations. Partnering with local hotels to provide students with team-based internships or management trainee programs can further enhance their adaptability and leadership skills, aligning these competencies with industry expectations.

5. Recommendations for Future Researchers

Future researchers are encouraged to expand the scope of this study by exploring other sectors of the hospitality industry, such as food and beverage, events



management, or tourism services, to provide a more comprehensive analysis of OJT competencies. Additionally, incorporating longitudinal studies that track graduates' career progress and the long-term impact of their training could yield deeper insights into how well academic programs align with evolving industry demands. Collaborative research with multiple universities and stakeholders can also strengthen findings and provide broader perspectives on curriculum enhancement.



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APPENDICES

APPENDIX A

Survey Questionnaires

On-the-Job Training Competencies Questionnaire

RESPONDENTS' COMPETENCIES DIMENSION QUESTIONNAIRE

Adapted from (Ramisetty, et al., 2017), (Bagon, et al., 2023) & (Kanyama et al., 2022)

Direction: Indicate the level of your agreeableness based on the following statement below by checking the corresponding box. Use the Likert scale 5 – Strongly Agree (SA); 4- Agree (A); 3-Neutral; 2 - Disagree (D); 1- Strongly Disagree (SD).

Indicators	Responses				
	5	4	3	2	1
A. Communication Skills					
1. I am capable of providing an effective communication with colleagues across various departments and management after focus group discussions to ensure unity.					
2. I am proficient in written, spoken, visual, and digital modes of communication.					
3. I have clear communication with industry stakeholders.					
4. I promote respect and appreciation for diversity and individual differences in the workplace.					
5. I am sensitive and understands the different perspectives in addressing issues.					
6. I am an effective communicator as a member of a team.					
7. I am fluent in communication practices, cultural awareness, and technology.					
8. I have a keen understanding toward the use of appropriate channels of communication for various situations.					
9. I have the ability to speak clearly and accurately when communicating with guests.					

10. I am an attentive listener and provide an appropriate response to customer needs.					
11. I am skillful in building relationships and trust with customers.					
12. I am capable to handle difficult conversations with guests professionally and respectfully.					
13. I have the confidence and effectiveness in public speaking.					
14. I use appropriate body language and nonverbal communication when interacting with guests and colleagues.					
B. Empathy					
1. I maintain an attentive check on guests throughout their entire stay.					
2. I provide each visitor with equal and fair treatment.					
3. I proactively help visitors without being asked.					
4. My aim is to provide services that surpass guests' expectations.					
5. I genuinely listen to concerns raised by visitors and pay close attention to their comments.					
6. I maintain an attentive check on guests throughout their entire stay.					
C. Problem Solving					
1. I can easily recognize issues that arise within the industry.					
2. I consistently prioritize finding effective solutions to industry-related problems.					
3. I approach problems with understanding and sensitivity to the context.					
4. I prefer to foster collaborative relationships when addressing industry challenges.					
5. I always strive to resolve problems efficiently and effectively within the industry.					
D. Teamwork					
1. I am able to maintain a positive attitude with my workmates who have diverse behaviors and personalities.					
2. I am able to adapt to changing					



situations in the workplace.					
3. I relate well with my superiors.					
4. I develop and maintain effective relationships with colleagues and superiors.					
5. I have the ability to function effectively in a team.					

Industry Needs Questionnaire (Secondary Data from Former BSHM Seniors)


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College of Business & Management

MU-CBM-021/30JULY2022

STUDENT INTERN EVALUATION SHEET

STUDENT INTERN'S NAME PAUL VICTOR D. MANE II DATE STARTED _____
 HOST TRAINING ESTABLISHMENT CRUINITY TOTAL NO. OF HOURS 900
 ADDRESS _____ TELEPHONE NO. _____

Direction: This rating scale is an instrument for evaluating the trainee based on his/her work performance in the office. Please check the number which represents your evaluation of the trainee's work performance as:

Scale	Range	Responses	Interpretation
5	4.20-5.0	Very Evident	Excellent
4	3.41-4.20	Somewhat Evident	Very Good
3	2.61-3.40	Evident	Good
2	1.81-2.60	Less Evident	Fair
1	1.0-1.80	Not Evident	Poor

	5	4	3	2	1
I. CORE BUSINESS OFFICE COMPETENCIES (25%)					
A. GENERAL OFFICE ADMINISTRATION					
a. Establishes priorities, schedules and meet deadlines	/	/	/	/	/
a. Handles telephone calls effectively.	/	/	/	/	/
b. Gives attention to several tasks at the same time.	/	/	/	/	/
c. Honest and truthful.	/	/	/	/	/
d. Comes to office on time.	/	/	/	/	/
e. Obeys company rules and policies.	/	/	/	/	/
f. Dependable and trustworthy.	/	/	/	/	/
B. INFORMATION MANAGEMENT AND TRANSMISSION					
a. Ability to identify information needed in the situation	/	/	/	/	/
b. Ability to maintain an information system.	/	/	/	/	/
c. Ability to give attention to details	/	/	/	/	/
d. Has knowledge of records management principles and basic filing rules	/	/	/	/	/
e. Proficient in working with databases, computer applications and the like.	/	/	/	/	/
f. Ability to work with others	/	/	/	/	/
C. WORD PROCESSING AND COMMUNICATION					
a. Knowledge and skills in the use of software programs	/	/	/	/	/
b. Skill in formatting and proofreading of documents.	/	/	/	/	/
c. Proficient in grammar, punctuation, and spelling.	/	/	/	/	/
d. Ability to follow instructions	/	/	/	/	/
e. Ability to prepare reports in a meaningful way	/	/	/	/	/
f. Communicate effectively both orally and in writing	/	/	/	/	/
g. Interacts with many types of people at all levels of an organization or outside the organization.	/	/	/	/	/
Average Rating: <u>3.6</u>					
II. WORK CHARACTERISTICS/TECHNICAL COMPETENCE (35%)					
a. Possess a positive attitude toward work.	/	/	/	/	/
b. Works in an organized, systematic manner.	/	/	/	/	/
c. Finishes work or assignment on time.	/	/	/	/	/
d. Shows initiative and resourcefulness in solving job problems.	/	/	/	/	/
e. Works carefully with safety consciousness.	/	/	/	/	/
f. Completes job according to company standards.	/	/	/	/	/
g. Accepts extra assignment.	/	/	/	/	/
h. Shows courtesy in using/answering telephone calls.	/	/	/	/	/
Average Rating: <u>4.8</u>					



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	5	4	3	2	1
III. JOB KNOWLEDGE/PROFESSIONAL COMPETENCE (40%)					
1. Professional and Ethical Behavior					
1.1. Identifies situations involving existing or potential ethical issues.	/				
1.2. Uses appropriate professional values for choosing an ethical course of action.	/				
1.3. Reports ethical issues to higher levels of management, legal or regulatory authorities, or others when appropriate.		/			
1.4. Exhibits honesty and integrity	/				
1.5. Performs work competently and with due care	/				
1.6. Adopts an attitude of life-long learning and stays abreast to current trends and emerging issues	/				
1.7. Maintains and enhances the profession's reputation	/				
1.8. Contributes to the community through acts of social responsibility and environment stewardship.		/			
1.9. Complies with laws, regulations, and other professional standards.	/				
1.10. Complies with organizational policies	/				
2. Problem solving and Decision-Making					
2.1. Defines the scope of the problem	/				
2.2. Collects and verifies relevant information	/				
2.3. Performs appropriate analyses	/				
2.4. Integrates information to investigate each potentially viable solution.		/			
2.5. Recommends and justifies a solution based on an integrative view of information for the situation.		/			
2.6. Uses creativity and innovation to enhance problem-solving and decision-making.	/				
3. Communication					
3.1. Obtains accurate and relevant information through listening, interviewing, and discussing.	/				
3.2. Writes and speaks to enhance work performed.	/				
3.3. Adapts communication to meet audience needs.	/				
4. Teamwork and Leadership					
4.1. Demonstrates knowledge of group processes and dynamics.	/				
4.2. Recognizes the value of and supports working with diverse and cross-functional teams.	/				
4.3. Assists team members and encourages participation by all team members.	/				
4.4. Commits to team success and takes an active role in team activities.		/			
4.5. Handles conflict effectively with colleagues.		/			
5. Other competencies					
5.1. Applies analytical tools and processes learned in the classroom.	/				
5.2. Communicates effectively both in oral and in writing.	/				
5.3. Accommodates clientele effectively	/				
5.4. Displays skill in using office equipment such as:					
5.4.1. Computer					
a. Internet		/			
b. Microsoft Office (Word, PPT and excel)		/			
c. Other software applications(SAP,Quickbooks etc.)		/			
d. Reprographics machines such as:					
d.1. facsimile or fax		/			
d.2. photocopier		/			
d.3. scanner		/			
d.4. printer		/			
d.5. Other Machines/please specify:		/			
5.5. Applies basic skills in hospitality management.		X			

APPENDIX B

Sample of the Filled-out Questionnaire

Survey on On-The-Job Training Competencies and Industry Needs

Questions Responses 90 Settings

* Indicates required question

Consent Form

We are inviting you to participate in a survey as part of the research study titled **"Bachelor of Science in Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement."**

Your participation is voluntary, and you may withdraw at any time without penalty. The information you provide will remain confidential and will be used solely for research purposes. No personally identifiable information will be shared in any reports or publications.

By proceeding with this survey, you indicate your consent to participate in the study.

Thank you for your cooperation!

☒ I agree to participate in this survey.

DEMOGRAPHIC PROFILE

Survey on On-The-Job Training Competencies and Industry Needs

Questions Responses 90 Settings

DEMOGRAPHIC PROFILE

Name *

Carl

Age *

23

Gender *

☒ Male

☐ Female

☐ Prefer not to say.

COMPETENCIES DIMENSION QUESTIONNAIRE

Survey on On-The-Job Training Competencies and Industry Needs Alignment ☆

Questions Responses Settings

COMPETECIES DIMENSION QUESTIONNAIRE

Direction: Indicate the level of your agreeableness based on the following statement below by checking the corresponding box. Use the Likert scale 5 – Strongly Agree (SA); 4- Agree (A); 3-Neutral; 2 - Disagree (D); 1- Strongly Disagree (SD).

A. Communication Skills

1. I am capable of providing an effective communication with colleagues across various departments and management after focus group discussions to ensure unity. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

2. I am proficient in written, spoken, visual, and digital modes of communication. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

Survey on On-The-Job Training Competencies and Industry Needs Alignment ☆

Questions Responses Settings

3. I have clear communication with industry stakeholders. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

4. I promote respect and appreciation for diversity and individual differences in the workplace. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

5. I am sensitive and understands the different perspectives in addressing issues. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

6. I am an effective communicator as a member of a team. *

Survey on On-The-Job Training Competencies and Industry Needs Alignment ☆

Questions Responses Settings

6. I am an effective communicator as a member of a team. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

7. I am fluent in communication practices, cultural awareness, and technology. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

8. I have a keen understanding toward the use of appropriate channels of communication for various situations. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

Survey on On-The-Job Training Competencies and Industry Needs Alignment

Questions Responses Settings

9. I have the ability to speak clearly and accurately when communicating with guests. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

10. I am an attentive listener and provide an appropriate response to customer needs. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

11. I am skillful in building relationships and trust with customers. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

Survey on On-The-Job Training Competencies and Industry Needs Alignment

Questions Responses Settings

12. I am capable to handle difficult conversations with guests professionally and respectfully. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

13. I have the confidence and effectiveness in public speaking. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

14. I use appropriate body language and nonverbal communication when interacting with guests and colleagues. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

B. Empathy

Survey on On-The-Job Training Competencies and Industry Needs Alignment

Questions Responses Settings

B. Empathy

1. I maintain an attentive check on guests throughout their entire stay. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

2. I provide each visitor with equal and fair treatment. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

3. I proactively help visitors without being asked. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

Survey on On-The-Job Training Competencies and Industry Needs Alignment

Questions Responses Settings

4. My aim is to provide services that surpass guests' expectations. *

Strongly Disagree 1 2 3 4 5 Strongly Agree

5. I genuinely listen to concerns raised by visitors and pay close attention to their comments. *

Strongly Disagree 1 2 3 4 5 Strongly Agree

6. I maintain an attentive check on guests throughout their entire stay. *

Strongly Disagree 1 2 3 4 5 Strongly Agree

C. Problem Solving

Survey on On-The-Job Training Competencies and Industry Needs Alignment

Questions Responses Settings

C. Problem Solving

1. I can easily recognize issues that arise within the industry. *

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I consistently prioritize finding effective solutions to industry-related problems. *

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I approach problems with understanding and sensitivity to the context. *

Strongly Disagree 1 2 3 4 5 Strongly Agree

Survey on On-The-Job Training Competencies and Industry Needs Alignment

Questions Responses Settings

4. I prefer to foster collaborative relationships when addressing industry challenges. *

Strongly Disagree 1 2 3 4 5 Strongly Agree

5. I always strive to resolve problems efficiently and effectively within the industry. *

Strongly Disagree 1 2 3 4 5 Strongly Agree

D. Teamwork

1. I am able to maintain a positive attitude with my workmates who have diverse behaviors and personalities. *

Strongly Disagree 1 2 3 4 5 Strongly Agree

Survey on On-The-Job Training Competencies and Industry Needs Alignn ☆

Questions Responses 30 Settings

2. I am able to adapt to changing situations in the workplace. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

3. I relate well with my superiors. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

4. I develop and maintain effective relationships with colleagues and superiors. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

5. I have the ability to function effectively in a team. *

Survey on On-The-Job Training Competencies and Industry Needs Alignn ☆

Questions Responses 30 Settings

3. I relate well with my superiors. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

4. I develop and maintain effective relationships with colleagues and superiors. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

5. I have the ability to function effectively in a team. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

Submitted 10/21/24, 8:35 PM

APPENDIX C

Informed Consent Form



MISAMIS UNIVERSITY – OZAMIZ CITY

Bachelor of Science in Hospitality Management

Dear Respondents,

We are conducting a research study titled **“Bachelor of Science in Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement.”** The goal of this study is to assess the competencies acquired by BS Hospitality Management students during their on-the-job training (OJT) and determine how well these competencies align with the needs of the hospitality industry.

The results of this study will serve as a foundation for enhancing the current curriculum, ensuring that future graduates are well-equipped with the skills and knowledge necessary to succeed in the industry.

Your insights and experiences are invaluable in helping us achieve this objective. This survey will take approximately 10–15 minutes to complete. Rest assured that all responses will be kept confidential and used solely for academic purposes.

Thank you for your time and participation!

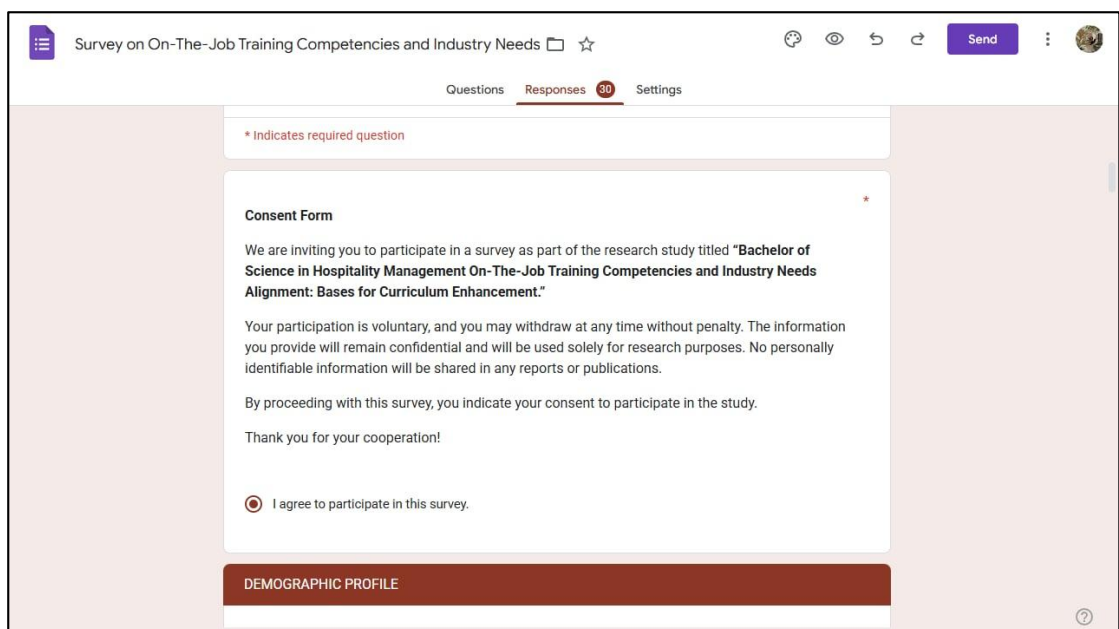
Respectfully yours,

Cristopher Steve R. Bucog
Jolefer Karylle R. Perolino
Alfredo C. Armamento
BSHM Student Researchers



APPENDIX D

Letter of Consent



The screenshot displays a survey titled "Survey on On-The-Job Training Competencies and Industry Needs". The interface includes tabs for "Questions", "Responses" (with a count of 90), and "Settings". A red asterisk indicates a required question. The consent form text is as follows:

Consent Form

We are inviting you to participate in a survey as part of the research study titled **"Bachelor of Science in Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement."**

Your participation is voluntary, and you may withdraw at any time without penalty. The information you provide will remain confidential and will be used solely for research purposes. No personally identifiable information will be shared in any reports or publications.

By proceeding with this survey, you indicate your consent to participate in the study.

Thank you for your cooperation!

☒ I agree to participate in this survey.

Below the consent form is a section titled "DEMOGRAPHIC PROFILE".

APPENDIX E

Statistical Computations

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

OBJECTIVES OF THE STUDY

This study will seek to explore the significant influence between BS Hospitality Management On-The -Job Training Competencies and industry needs alignment.

1. Determine the level of BS Hospitality Management On-The -Job Training Competencies in terms of communication skills, empathy, problem solving and teamwork.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Communication Skill	30	1.0	5.0	3.971	1.0207
Empathy	30	1.0	5.0	4.194	1.1237
Problem Solving	30	1.0	5.0	3.907	1.1492
Teamwork	30	1.0	5.0	4.200	1.2046
OUT Competencies	30	1.0	5.0	4.068	1.0675
Valid N (listwise)	30				

CS13 3.70
 CS3 3.83
 CS6 3.83
 CS2 3.87
 CS1 3.90
 CS7 3.90
 CS8 3.90
 CS5 3.93
 CS12 3.93
 CS9 4.03
 CS10 4.13

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

CS4 4.20
 CS14 4.20
 CS11 4.23
 Communication Skill 3.97
 E1 4.07
 E6 4.13
 E3 4.20
 E4 4.23
 E2 4.27
 E5 4.27
 Empathy 4.19
 PS1 3.80
 PS2 3.80
 PS4 3.93
 PS3 4.00
 PS5 4.00
 Problem Solving 3.91
 T5 4.13
 T3 4.17
 T1 4.20

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

T4 4.20
T2 4.30
Teamwork 4.20
OJT Competencies 4.07

Constructs	M	SD	Interpretation
Communication Skill	3.580	3.971	
Empathy	3.565	4.194	
Problem Solving	3.609	3.907	
Teamwork	3.580	4.200	
OJT Competencies	3.583	4.068	

Note: Interpretation: (PROVIDE A 5 POINT LICKERT SCALE HERE.)

2. Determine the level of BS Hospitality Management industry needs in terms of core business office competencies, work characteristics /technical competence, job knowledge/professional competence.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Professional and Ethical Behavior	30	3.7	5.0	4.433	.3680
Problem solving and Decision-Making	30	3.3	5.0	4.294	.4907
Communication	30	3.0	5.0	4.500	.4854
Teamwork and Leadership	30	3.0	5.0	4.407	.5239
Other Competencies	30	3.0	5.0	4.411	.5374
Computer	30	3.0	5.0	4.289	.5084
Reprographic Machines	30	3.0	5.0	4.333	.4436

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

Applies basic skills in hospitality management	30	3.8	5.0	4.527	.3300
Hospitality Management industry needs/JOB KNOWLEDGE/PROFESSIONAL COMPETENCE	30	3.2	5.0	4.269	.4037
Valid N (listwise)	30				

PEB6 4.37
PEB8 4.43
PEB5 4.50
PEB7 4.50
PEB9 4.50
PEB10 4.53
PEB3 4.60
PEB4 4.63
Professional and Ethical Behavior 4.43

PSDM5 4.10
PSDM4 4.27
PSDM2 4.30
PSDM3 4.33
PSDM6 4.37
PSDM1 4.40
Problem solving and Decision-Making 4.29

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

C3	4.47
C1	4.50
C2	4.53
Communication	4.50
TL1	4.30
TL5	4.30
TL4	4.43
TL2	4.50
TL3	4.50
Teamwork and Leadership	4.41
OC3	4.37
OC1	4.43
OC2	4.43
Other Competencies	4.41
OC4.1B	4.27
OC4.1A	4.30
OC4.1C	4.30
Computer	4.29
OC4.1D2	4.17

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

OC4.1D3	4.27
OC4.1D1	4.30
OC4.1D4	4.47
OC4.1D5	4.47
Reprographic Machines	4.33
OC5C	4.43
OC5A	4.47
OC5E	4.47
OC5B	4.53
OC5D	4.73
Applies basic skills in hospitality management	4.53
Hospitality Management industry needs/JOB KNOWLEDGE/PROFESSIONAL COMPETENCE	4.27

Constructs	M	SD	Interpretation
Professional and Ethical Behavior	4.433	.3680	
Problem solving and Decision-Making	4.294	.4907	
Communication	4.500	.4854	
Teamwork and Leadership	4.407	.5239	
Other Competencies	4.411	.5374	
Computer	4.289	.5084	
Reprographic Machines	4.333	.4436	
Applies basic skills in hospitality management	4.527	.3300	
Hospitality Management industry needs/JOB KNOWLEDGE/PROFESSIONAL COMPETENCE	4.269	.4037	

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

COMPETENCE

Note: Interpretation: (PROVIDE A 5 POINT LICKERT SCALE HERE.)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GENERAL OFFICE ADMINISTRATION	30	3.9	5.0	4.538	.3708
INFORMATION MANAGEMENT AND TRANSMISSION	30	3.8	5.0	4.478	.3411
WORD PROCESSING AND COMMUNICATION	30	3.6	5.0	4.438	.4454
CORE BUSINESS OFFICE COMPETENCIES	30	3.8	5.0	4.485	.3527
WORK CHARACTERISTICS/TECHNICAL COMPETENCE	30	3.8	5.0	4.521	.3857
Valid N (listwise)	30				

GOA2	4.166666	7	WC/TC12	4.36666	7
	4.533333			4.43333	
GOA6	3		WC/TC8	3	
	4.533333			4.46666	
GOA7	3		WC/TC4	7	
	4.566666				
GOA4	7		WC/TC5	4.5	
				4.53333	
GOA1	4.6		WC/TC1	3	
				4.56666	
GOA5	4.6		WC/TC7	7	
GOA3	4.766666		WC/TC3	4.63333	

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

GENERAL OFFICE ADMINISTRATION	4.538095	2	WC/TC6	4.66666	3
			WORK CHARACTERISTICS/TECHNICAL COMPETENCE	4.52083	3
	4.166666				
IMT5	7				
	4.366666				
IMT4	7				
	4.466666				
IMT1	7				
	4.466666				
IMT2	7				
IMT3	4.6				
IMT6	4.8				
INFORMATION MANAGEMENT AND TRANSMISSION	4.477777	8			
	4.133333				
WPC1	3				
	4.333333				
WPC3	3				
	4.366666				
WPC2	7				
	4.466666				
WPC6	7				
WPC7	4.5				
	4.566666				
WPC5	7				
WPC4	4.7				
WORD PROCESSING AND COMMUNICATION	4.438095	2			
CORE BUSINESS OFFICE COMPETENCIES	4.484656	1			

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

Constructs	M	SD	Interpretation
GENERAL OFFICE ADMINISTRATION	4.411	.5374	
INFORMATION MANAGEMENT AND TRANSMISSION	4.289	.5084	
WORD PROCESSING AND COMMUNICATION	4.333	.4436	
CORE BUSINESS OFFICE COMPETENCIES	4.527	.3300	
WORK CHARACTERISTICS/TECHNICAL COMPETENCE	4.269	.4037	

Note: Interpretation: (PROVIDE A 5 POINT LICKERT SCALE HERE.)

3. Explore the significant effect of On-The -Job Training Competencies for BS Hospitality Management and Industry Needs.

Correlations

			Communication Skill	Empathy	Problem Solving	Teamwork	OJT Competencies	Hospitality Management industry needs
Spearman's rho	Communication Skill	Correlation Coefficient	1.000	.751 ^{**}	.582 ^{**}	.584 ^{**}	.771 ^{**}	.530 ^{**}
		Sig. (2-tailed)		.000	.001	.001	.000	.003
		N	30	30	30	30	30	30
	Empathy	Correlation Coefficient	.751 ^{**}	1.000	.516 ^{**}	.548 ^{**}	.748 ^{**}	.499 ^{**}
		Sig. (2-tailed)	.000		.004	.002	.000	.005
		N	30	30	30	30	30	30
	Problem Solving	Correlation Coefficient	.582 ^{**}	.516 ^{**}	1.000	.716 ^{**}	.886 ^{**}	.525 ^{**}
		Sig. (2-tailed)	.001	.004		.000	.000	.003
		N	30	30	30	30	30	30
	Teamwork	Correlation Coefficient	.584 ^{**}	.548 ^{**}	.716 ^{**}	1.000	.847 ^{**}	.716 ^{**}
		Sig. (2-tailed)	.001	.002	.000		.000	.000
		N	30	30	30	30	30	30

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

	N	30	30	30	30	30	30
OJT Competencies	Correlation Coefficient	.771 ^{**}	.748 ^{**}	.886 ^{**}	.847 ^{**}	1.000	.599 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	30	30	30	30	30	30
Hospitality Management industry needs	Correlation Coefficient	.530 ^{**}	.499 ^{**}	.525 ^{**}	.716 ^{**}	.599 ^{**}	1.000
	Sig. (2-tailed)	.003	.005	.003	.000	.000	
	N	30	30	30	30	30	30

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

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)	3.008	.184		16.388	.000	2.630	3.386
	Communication Skill	.036	.305	-.092	-.119	.006	-.665	.593
	Problem Solving	-.113	.174	-.321	-.648	.523	-.471	.246
	Teamwork	.044	.212	.130	.206	.838	-.393	.480
	OJT Competencies	.409	.615	1.081	.664	.003	-.858	1.675

a. Dependent Variable: Hospitality Management industry needs

Excluded Variables^a

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	Tolerance
1	Empathy	-.2	.048	-.100		.000

a. Dependent Variable: Hospitality Management industry needs

BS Hospitality Management On-The-Job Training Competencies and Industry Needs Alignment: Bases for Curriculum Enhancement

b. Predictors in the Model: (Constant), OJT Competencies, Problem Solving, Teamwork, Communication Skill

JOB KNOWLEDGE/PROFESSIONAL

COMPETENCE/ Hospitality Management	b-value	p-value	Interpretation
industry needs			
Communication Skill	.036	.006	Positively affect
Problem Solving	-.113	.523	Does not affect
Teamwork	.044	.838	Does not affect
OJT Competencies	.409	.003	Positively affect

4. Provide a recommendation plan for curriculum enhancement based on the stipulated result.

APPENDIX F

Documentation

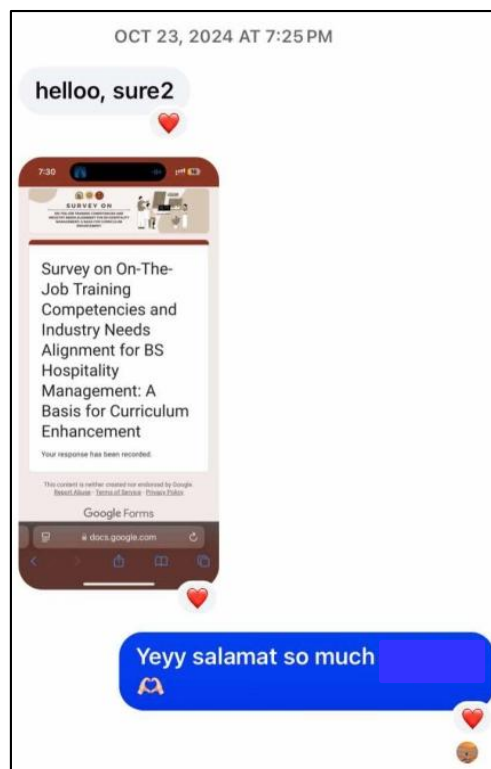
Proposal Defense



Final Defense



Data Gathering



APPENDIX G

Plagiarism Test Result


Page 2 of 63 - Integrity Overview
Submission ID trn:oid::28447:90758863

22% Overall Similarity

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

Filtered from the Report

- Bibliography

Match Groups

- 
134 Not Cited or Quoted 17%
Matches with neither in-text citation nor quotation marks
- 
34 Missing Quotations 5%
Matches that are still very similar to source material
- 
1 Missing Citation 0%
Matches that have quotation marks, but no in-text citation
- 
0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 14%  Internet sources
- 6%  Publications
- 18%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.


Page 2 of 63 - Integrity Overview
Submission ID trn:oid::28447:90758863

APPENDIX H

Grammarly Test Result

Report: MU-RESEARCH-GROUP-S-FINAL

MU-RESEARCH-GROUP-S-FINAL

by Misamis University

General metrics

93,580	12,169	888	48 min 40 sec	1 hr 33 min
characters	words	sentences	reading time	speaking time

Score

96

This text scores better than 96% of all texts checked by Grammarly

Writing Issues

234	43	191
Issues left	Critical	Advanced

Plagiarism

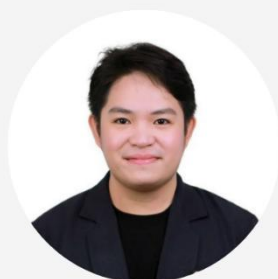
This text hasn't been checked for plagiarism

Report was generated on Monday, Apr 14, 2025, 02:56 PM

Page 1 of 136

APPENDIX I

Curriculum Vitae



Cristopher Steve Bucog

CONTACT ME

☎ 0949-106-0267

✉ revillassteve@gmail.com

📍 Poblacion B, Midsalip,
Zamboanga del Sur

EDUCATION

**COLLEGE - Bachelor of Science Major in
Hospitality Management**
Misamis University
Graduated : 2025

Senior High School

Zamboanga del Sur National High School
Science, Technology, Engineering and Math
Sta. Maria, Pagadian City
2019 - 2020

SKILLS

- Capable to communicate in both English and Filipino languages
- Basic Computer Skills (MS Word, Canva)
- Values Teamwork
- Adaptability and Resilience
- Goal - Oriented

ABOUT ME

Career Objective

I am a fresh graduate who has successfully completed my OJT, where I gained hands-on experience and learned from experienced professionals. The training allowed me to apply my skills, contribute to team objectives, and gain a deeper understanding of the industry.

ACHIEVEMENTS

- **Laya Cooking Contest 3rd Place (2023)**
Hoteliers of Tomorrow (H.O.T)
HM DAY
Misamis University
- **Faculty List (2021-2022)**
Misamis University

SEMINARS/WORKSHOPS/TRAININGS

- **Housekeeping NCII** OCTOBER 2024
- **Coffee Making Seminar-Workshop** MAY 2023
MU Manor, Ozamis City, Philippines
- **Career Orientation Seminar in the Cruise
Line Industry** APRIL 2023
MICHA Cebu, Cebu City, Philippines
- **Lecture & Demonstrating on Basic
Housekeeping and Bedmaking** APRIL 2023
MEZZO Hotel, Cebu City, Philippines
- **Educational Tour** APRIL 2023
Cebu City, Philippines
- **On-the-Job Training** DECEMBER 2024 - MARCH 2025
Waterfront Hotel & Casino, Cebu City,
Philippines

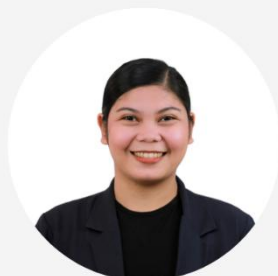
REFERENCES

Catherine D. Rosauo, MBA, MIHM

BSHM OJT Coordinator
Misamis University

Phone: 0951-885-5461

Email: catherine.rosauo@mu.edu.ph



Jolefer Karylle Perolino

ABOUT ME

Career Objective

I am eager to apply my skills and knowledge in a dynamic environment where I can contribute to organizational success, grow professionally, and add value through dedication, innovation, and continuous learning.

CONTACT ME

☎ 0968-286-4966

✉ jole.karylleperolino@gmail.com

📍 Tungawan, Tambulig,
Zamboanga del Sur

EDUCATION

COLLEGE - Bachelor of Science Major in Hospitality Management
Misamis University
2024 - 2025

Senior High School

Blancia College Foundation INC.
TVL-Cookery
Mabini St. Molave ZDS.
2019 - 2020

SKILLS

- Adaptability
- Resourceful
- Cooking skills
- Communication skills

SEMINARS/WORKSHOPS/TRAININGS

- Food & Beverage Services NCII MARCH 2024
- Balloon Workshop APRIL 2023
MU Manor, Ozamis City, Philippines
- Career Orientation Seminar in the Cruise Line Industry APRIL 2023
MICHA Cebu, Cebu City, Philippines
- Lecture & Demonstrating on Basic Housekeeping and Bedmaking APRIL 2023
MEZZO Hotel, Cebu City, Philippines
- Educational Tour APRIL 2023
Cebu City, Philippines

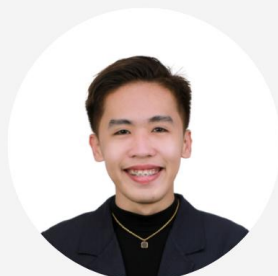
REFERENCES

Catherine D. Rosauro, MBA, MIHM

BSHM OJT Coordinator
Misamis University

Phone: 0951-885-5461

Email: catherine.rosauro@mu.edu.ph



Alfredo Armamento

ABOUT ME

Career Objective

Recent Bachelor of Science in Hospitality Management graduate with completed On-the-Job Training experience. Eager to start a professional career in the hospitality industry where I can apply my skills in customer service, operations, and teamwork. Committed to continuous learning and contributing positively to a dynamic work environment.

ON-THE-JOB TRAINING EXPERIENCE

OJT Trainee – Avisha Hotel By: Calalang

Ozamiz City | 600 Hours | December 2024 – March 2025

- Assisted in Front Office Operations, Housekeeping, and basic Food & Beverage Services
- Handled guest inquiries and ensured quality service
- Participated in daily hotel operations and observed best practices in hospitality management

ACHIEVEMENTS

SERVICE AWARDEE (2017)

Medina College, Ozamis City

SEMINARS/WORKSHOPS/TRAININGS

- | | |
|---|---|
| • Live in a Full Bloom: Flower Arrangement and Paper Origami Workshop | APRIL 2023
MU Manor, Ozamis City, Philippines |
| • Career Orientation Seminar in the Cruise Line Industry | APRIL 2023
MICHA Cebu, Cebu City, Philippines |
| • Lecture & Demonstrating on Basic Housekeeping and Bedmaking | APRIL 2023
MEZZO Hotel, Cebu City, Philippines |
| • Educational Tour | APRIL 2023
Cebu City, Philippines |

REFERENCES

Catherine D. Rosauo, MBA, MIHM

BSHM OJT Coordinator
Misamis University

Phone: 0951-885-5461

Email: catherine.rosauo@mu.edu.ph

CONTACT ME

☎ 0956-207-2582

✉ alfredarmamento22@gmail.com

📍 Purok – 7, Lapasan, Clarin,
Misamis Occidental

EDUCATION

COLLEGE - Bachelor of Science Major in Hospitality Management

Misamis University

2024 - 2025

Senior High School

Medina College Senior High School
Manigcol, Ozamis City
Science, Technology, Engineering, Mathematics

2019 - 2020

SKILLS

- Attention to Detail
- Computer Skills (MS Word, PowerPoint, Excel)
- Cultural Sensitivity
- Customer Service
- Teamwork