



TAGUIG CITY UNIVERSITY
General Santos Avenue, Central Bicutan, Taguig City
COLLEGE OF HOSPITALITY AND TOURISM MANAGEMENT



**EMPLOYMENT STATUS AND EMPLOYABILITY AMONG 2020
GRADUATE OF BACHELOR OF SCIENCE IN HOSPITALITY AND
TOURISM MANAGEMENT IN TAGUIG CITY UNIVERSITY,
A TRACER STUDY**

**An Undergraduate Thesis
Presented to
the Faculty of the College of Hospitality and Tourism Management
Taguig City University**

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

by

**Ballicud, Cristelle Joyce A
Congayo, Shiela Mae R.
Dela Cruz, Dimple S.
Espino, Rheiber Heart T.
Intig, Ma. Mercedes Paz C.
Mateo, Ronalyn V.
Potente, Jonalyn Z.
Precones, Angie P.**

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Employability is a crucial measure of an academic institution's effectiveness, as it reflects the institution's ability to prepare students for successful careers. The quality of graduates is significantly influenced by excellent training and facilities. As stated by Walker (2023) Tracer studies are valuable tools in assessing the employability of graduates, particularly in the fields of hospitality and tourism. The study by Walker (2023) explores how graduates from these fields transition into the workforce and the factors influencing their employment outcomes. It highlights the relevance of academic programs in shaping graduates' competencies, particularly in foreign labor markets. The findings emphasize the need for education systems to align with industry demands, ensuring that graduates are equipped with skills that meet international standards.

The study further notes that in an increasingly globalized job market, graduates face stiff competition, particularly in tourism and hospitality sectors. International employment opportunities often require specialized skills, cultural adaptability, and language proficiency. Therefore, it is essential for educational institutions to adapt curricula to include these competencies to enhance graduates' employability. This research contributes to understanding how education systems can evolve to support student success, both domestically and abroad.



Research indicates that bachelor's degrees in hospitality and restaurant management typically involve a four-year curriculum, offering essential management abilities, financial understanding, and problem-solving skills critical for supervising staff and ensuring smooth operations in tourism-related establishments. These degrees equip students not only to secure employment but also to pursue management and ownership roles within the hospitality industry. The curriculum covers important subjects that align with the future professions students are likely to encounter upon graduation. In the Philippines, the Bachelor of Science in Hotel and Restaurant Management (BSHRM) has become increasingly popular due to the diverse career opportunities it presents for graduates.

Research Gap

Despite the emphasis on immediate employability and industry-specific skills, there is a notable lack of comprehensive studies investigating the long-term career trajectories of hospitality management graduates. Additionally, there is limited analysis of the effectiveness of vocational training in developing leadership and entrepreneurial skills within the hospitality and tourism industries. Existing research has primarily focused on essential skills, such as management, finance, and problem-solving, without adequately exploring how these skills translate into long-term career advancement, including roles as managers or business owners.

Furthermore, current literature offers limited insight into graduates' adaptability in a rapidly changing global tourism environment, particularly regarding



technological advancements, economic fluctuations, and shifting consumer behavior. This gap presents an opportunity to assess whether current educational approaches effectively prepare students for long-term success, not just as employees but also as innovators and leaders in the hospitality sector.

In the Philippine context, while the BSHRM is a popular degree, there is insufficient research on how local graduates perform in international markets or how regional factors influence their career success. Understanding these dynamics is crucial for determining whether the skills imparted are universally transferable or if the program requires adaptations to enhance its effectiveness in a global setting.

Purpose of the Study

This study investigates the long-term career pathways of hospitality and restaurant management graduates, focusing on the advantages of vocational training in developing leadership, entrepreneurial abilities, and career progression in the tourism and hospitality industries. It examines the skills and knowledge gained through hospitality education, measures graduates' adaptability to global developments, and identifies gaps in existing vocational training approaches. Additionally, the study explores the international career performance of BSHRM graduates from the Philippines, assessing the relevance and transferability of the skills taught, as well as regional factors that influence outcomes in global markets.



Theoretical Framework

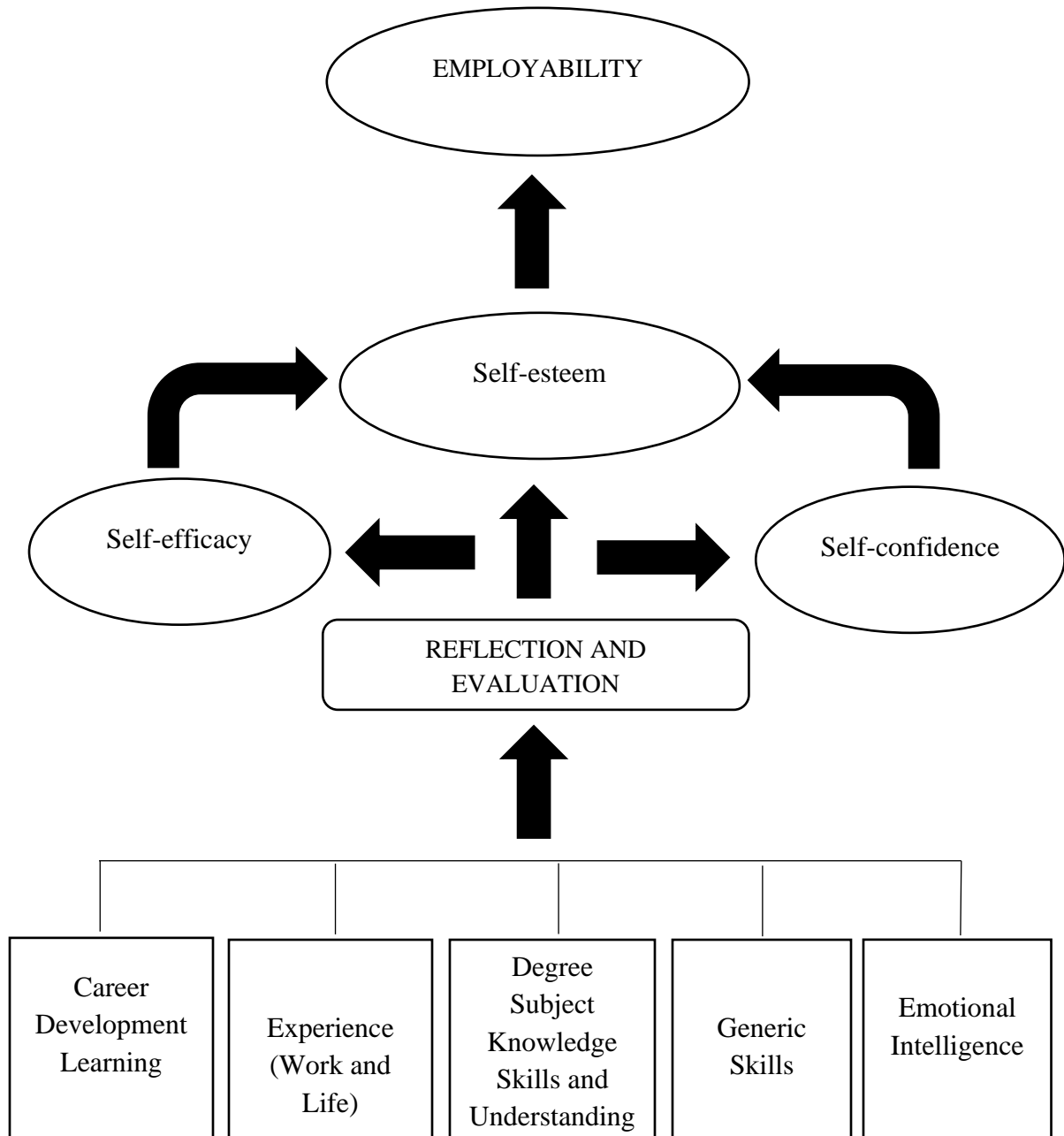




Figure 1. The Career EDGE Model of Graduate Employability

This study is anchored to the Career EDGE Graduate Model of Employability Theory of Pool and Sewell (2007). This offers a structure that helps students realise their full potential and produce successful "value added" graduates. It is intended to clearly and practically convey that employability development is not just about "job getting"—important as that is—but also includes personal, educational, career, and professional growth.

In addition Pool (2017) developed a CareerEDGE model in which she argued that graduates must be exposed to internships and job experience, relevant degree qualifications in relevant sectors, and some generics in order to be employable and have a high chance to be successful in their future employment. Dacres and Sewell emphasised that the efficacy of the Graduate is not only finished by having a job. It is composed of important elements mentioned in the model, the Experience, Degree Subject Knowledge, Understanding Skills, Generic Skills and Emotional Intelligence of the Students. These will be some of the key aspects that need to be influenced by every University.

Career Development Learning

Is an approach or activities that help graduates become more self-aware and enable them to critically assess their passions and interests—something that inspires them and fits with their personalities—are parts of CDL. (Dacre Pool & Sewell, 2007;



Watts, 2006; Ganapathy & Deepak, 2023). As she regards the definition by De Cuyper et al. (2011) about Employability, in which the word 'employability' is derived from the words 'employment' and 'ability'. She believes that the university's curriculum cannot affect the employment thing but can influence the elements of ability to produce an employable graduate. And CDL are some of the approaches to achieve the employability of a Student.

Experience (Work & Life)

According to Pool (2020) is an important element whether it's paid or involuntary because it will develop many of the Generic Skills needed to be learned by students, which they will acquire during and after graduation. According to the Webster's dictionary, Life and Work experience are any experience and knowledge gained by Working and Living. Through these, will prepare the graduates to be effective and efficient.

Degree Subject Knowledge, Understanding and Skill

According to (Dacre Pool, 2016) it will always be a CareerEDGE's core. Students attend universities to learn about a specific subject; some do so in order to pursue employment in that sector, while others do so simply out of a desire to increase their knowledge and comprehension of the subject. Degree dSubject Knowledge, Understanding and Skills is the most basic yet important steps for a student to



understand and to be understood by the universities, in the career path they will be taking when choosing it, which influences their future journeys.

Generic Skills

The term 'generic' has also been known as 'core', 'key', 'personal', 'transferable', 'common', 'work' or 'employment-related'. Additionally the term 'skills' is often used interchangeably with 'capabilities', 'competencies', 'attributes', 'levels' or 'learning outcomes' (Lees, 2002). According to Bennett, Dunne & Carré (1999) the term 'core skills' is often seen by academics as the skills central to their particular discipline and it is therefore confusing to use it in this context. They suggest the term 'generic skills' is used to represent the skills that can support study. Many of the generic skills listed by employers as vital in graduate recruits, such as communication, team working, problem solving, digital literacy and many more, including those sometimes classified as 'enterprise skills' such as creativity and innovation, are also skills that will help students to make the most of their academic studies.

Emotional Intelligence

Any model of graduate employability should include emotional intelligence capacity because it has a substantial impact on relationships and overall well-being (e.g., Mayer, Roberts & Barsade, 2008). Furthermore, many graduates hope to possess it as a desirable quality for future leaders (Walter, Cole, & Humphrey, 2011).



According to Jane Andrews & Helen Higson (2020) Emotional intelligence (EI) is the ability to perceive, understand, and control emotion. A graduate who lacks these skills is likely to struggle in both their personal and professional relationships with coworkers, managers, and clients. It is crucial to raise students' awareness of this and assist them in honing their skills in this area.

Self Efficacy

Is a belief that can influence self-concepts, motor confidence and competence, general feelings, and commitment levels, as well as a student's readiness to take on a complex and difficult task. Ojonugwa, O.I et al. 2015.

Self Confidence and Self Esteem

According to the requirements of Professional Development, Self esteem is the overall feelings about oneself while Self confidence refers to the overall ability of a person that needs to develop by the students, for them to learn how to express themselves in front of the others and for their own as well. Which according to Dacre Pool will be the significant elements to prepare the graduates to the outside world. By these elements the university can try to “ensure students are made aware of their market labour conditions and external factors” (Dacre Pool, 2020), to help them for their Employability.



Operational Framework

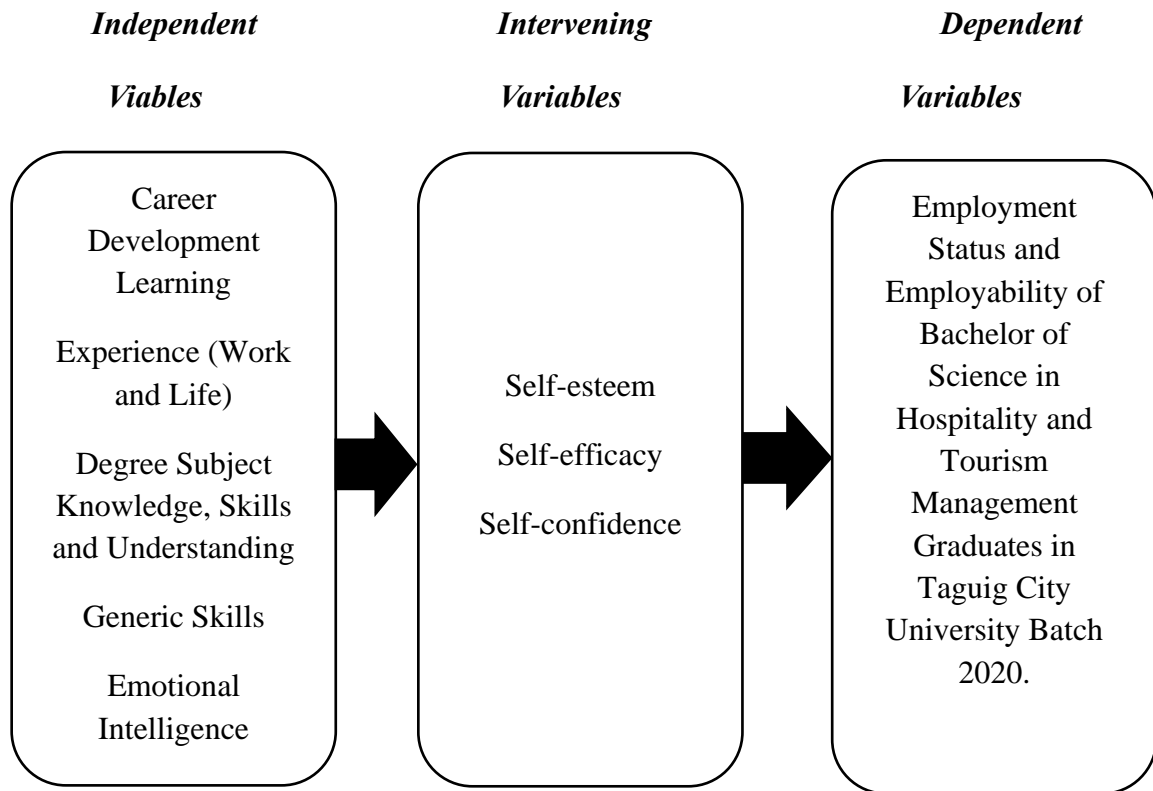


Figure 2. Operational Framework

To further understand the process of the study, the IVDV concept will apply in the Operational Framework Figure 2. Shows that the Career Development Learning, Experience (Work and Life), Degree Subject Knowledge, Skills and Understanding, Generic Skills and Emotional Intelligence are the independent variables which will determine effectiveness of the Self-esteem, Self-efficacy and Self-confidence that the graduate student had, which will also determine the Employment Status and



Employability among 2020 graduates of Bachelor of Science in Hospitality and Tourism Management in Taguig City University.

Statement of the Problem

This study aims to determine the Employment status and Employability of Bachelor of Science in Hospitality and Tourism Management graduates of Taguig City University Batch 2020.

Specifically, it sought to answer the following questions.

1. What is the profile of the respondents as regard to:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Civil status;
 - 1.4 Course program and;
 - 1.4 Highest Educational Attainment?
2. How do the groups of respondents assess their employment status and employability for the past three years:
 - 2.1 Employment Status;
 - 2.2 Job title Position;
 - 2.3 Nature Industry;
 - 2.4 Year of Service;
 - 2.5 Income Bracket and;
 - 2.6 Reason for not being employed?



3. Is there a significant difference in the assessment of the two groups of respondents on the aforementioned variables?
4. How do the groups of respondents assess their readiness for employment after graduation in terms of:
 - 4.1 Self- Efficacy;
 - 4.2 Self-Esteem;
 - 4.3 Self-Confidence
 - 4.4 Experience
 - 4.5 Degree Subject
 - 4.6 Generic Skills
 - 4.7 Emotional Intelligence
5. Is there a significant relationship between the respondents' readiness and employment status and employability?
6. Based on the findings and conclusions, what recommendation may be proposed?

Statement of Hypothesis

HO: There is no significant difference in the assessment of the two groups of respondents on their employability status for the past three years.

HO: There is no significant relationship between the respondents' readiness and employment status and employability when grouped according to profile



Scope and Delimitation

This study was to ascertain the employment and job situation of Batch 2020 Bachelor of Science in Hotel and Restaurant Management and Tourism Management graduates. These variables include factors associated to graduation, college-learned competences, factors related to profession choice, and job search. The researchers used personal collections, Google form and Facebook messages. The subject of the study were the 51 graduates from Bachelor in Tourism in Management, while in the Hospitality Industry are 97 graduates student of the Taguig City University.

This study started from September 2024 to December 2024.

Significance of the Study

This study is to find out what the graduate students pursuing a bachelor of science in tourism management did for a living after graduation. For the Taguigeños, significant insights gained from this study will be important. That will, however, be especially beneficial to the following:

College of Hotel and Restaurant Management and Tourism Management: to advance personally, which will improve the students' minds. competitive and survive in their chosen fields of skill. They will also encourage involvement in a world where services and international development gained at university are highly competitive on all levels.



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Taguig City University Administration: will use this as an essential starting point to develop and carry out plans for improving the academic curriculum. It will give information about the career paths chosen by graduates, which will be helpful in enhancing the current program and creating new ones that truly address the training needs of the students. Local Government: The Department of Labour and Employment (DOLE) specifically aims to achieve their mission of "attainment of full, decent and productive employment for every Filipino worker". In addition to promoting opportunities for gainful employment, developing human resources, safeguarding and advancing the welfare of workers, and maintaining industrial peace.

Commission on Higher Education (CHED): which, through creative, quality, and client-centered services, plays an essential part as a leader and a successful partner in developing college students into highly productive and component professionals.

Future Researchers: This study will provide a basis for their future research on the career paths and employability of Bachelor of Science in Hospitality Management graduates.



Definition of Terms

Career Development Learning- is an approach that advances students, knowledge, skills and self-management of careers and can be a reflective tool for self-understanding and life-long learning.

Employability - ‘employability’ is derived from the words ‘employment’ and ‘ability’

Self – Esteem - the overall feelings about yourself.

Self Confidence – The state of being self confident, A measure of one’s belief in one’s own abilities.

Self - Efficacy - refers to one’s beliefs about his/her ability to effectively perform the tasks needed to attain a valued goal.

Experience ‘Life and Work’- Skills or knowledge that you get by doing something.

Generic Skills - are those that apply across a variety of jobs and life contexts. They are also known by several other names, including key skills, core skills, essential skills, key competencies, necessary skills, transferable skills and employability skills.



CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the literature and studies reviewed which are relevant to the present investigation. Towards the end of the chapter, a synthesis of the state of the art and gaps in the review are presented.

SELF EFFICACY

According to Li and Scott (2023), self-efficacy moderates the link between affective commitment and work engagement. Employees with strong affective commitment are more engaged when they have high self-efficacy, as they believe they can make a meaningful contribution to the firm. Individuals with poor self-efficacy, on the other hand, may struggle to fully engage, regardless of their emotional relationship to the organization. Understanding the moderating impact of self-efficacy in these interactions can provide significant insights for firms looking to increase employee engagement. Organizations can increase employee self-efficacy beliefs and work engagement by promoting a sense of empowerment and giving opportunities for skill development (Naeem et al., 2020). Furthermore, assisting individuals with low self-efficacy through training and mentorship efforts can help close the gap and increase engagement levels. As a result, contemporary research emphasizes the importance of self-efficacy in shaping the relationships between psychological empowerment, emotional commitment, and occupational engagement. Recognizing



and addressing the moderating effect of self-efficacy can help firms develop targeted strategies for cultivating a highly engaged and dedicated staff (Hassan et al., 2021). Zhang, Shang, and Foley (2023) investigate the moderating influence of self-efficacy in the link between psychological empowerment and work engagement. The researchers discovered that self-efficacy greatly increases the favorable impacts of psychological empowerment on job engagement. Employees with strong self-efficacy are more likely to feel empowered and engaged at work. Furthermore, the study found that self-efficacy increases the link between affective commitment and work engagement, implying that individuals with a strong emotional attachment to their firm are more engaged when they have high self-effectiveness. These findings emphasize the need to promote self-efficacy in the workplace in order to increase employee engagement and productivity (Zhang, Shang, & Foley, 2023). An Luong (2021) studies how entrepreneurial goals and self-efficacy influence the entrepreneurial intentions of students in New Zealand's tourism and hospitality sectors. The study discovered that entrepreneurial goals and self-efficacy have a substantial influence on students' inclinations to pursue entrepreneurial activities. Students with higher levels of self-efficacy and more entrepreneurial inclinations are more likely to declare plans to establish their own firms. This study emphasizes the necessity of cultivating both entrepreneurial ambitions and self-efficacy in educational programs to encourage entrepreneurial activities among students in various professions. A study by Liu, Draper, and Dawson (2022) investigates how work experience influences career



aspirations among hospitality students, with a specific emphasis on the mediating effect of professional decision-making self-efficacy. The study discovered that professional decision-making self-efficacy significantly influences the association between job experience and career expectations. This suggests that students who obtain real work experience tend to have greater levels of self-efficacy, which favorably influences their career goals. According to the study, including work or internship experiences in academic projects can considerably increase students' self-efficacy. This practical experience allows students to apply theoretical knowledge in real-world situations, enhancing their confidence in their ability to succeed in their chosen careers. As a result, students with stronger professional decision-making self-efficacy are more likely to have favorable career aspirations and feel better equipped for their future jobs.

According to the study (Harb et al., 2024), individual attributes and self-efficacy beliefs influence job goals among Generation Z students in the tourism and hospitality industries. The study reveals a favorable correlation between personality qualities such as conscientiousness and openness and self-efficacy, which in turn directly influences career goals. This shows that students who are more diligent and receptive to new experiences have stronger self-efficacy and thus more ambitious career goals. Furthermore, the study shows that demographic variables like gender and majors mitigate the effect of self-efficacy on job goals. These findings emphasize the necessity of developing students' self-efficacy, particularly in the context of their



chosen majors, in order to improve their career ambitions and outcomes. Educational programs and interventions that increase self-efficacy could be especially effective in helping students achieve their professional goals in the tourism and hospitality industries.

SELF- ESTEEM

According to Becerra et al. (2021), the objective of this study was to determine the prevalence of lacking self-esteem among college students and how exogenous and endogenous factors, such as discrimination and psychological distress, influence such an outcome. The primary independent variable was psychological distress (assessed using the Kessler 6 scale). Discrimination encounters were assessed using the Everyday Discrimination Scale (EDS). Descriptive, bivariate, and multiple linear regressions were used to identify relationships between such variables. According to Fitzgibbon (2021), This quantitative study is intended to solve that research topic. This study was based mostly on servant leadership philosophy and social exchange theory. To investigate the association between the variables, a cross-sectional research design with no experimental component was adopted. The study's target population consisted of current employees in the hotel business in the United States. Data from 180 participant questionnaires were evaluated using multiple regression approaches. Employee self-esteem impacted the link between servant leadership and work satisfaction, as well as the relationship between servant leadership and turnover intention. The findings of this study may have a positive impact on social change by



offering vital insights to hospitality industry leaders as they seek to improve employees' job experiences.

According to Gonzaga A. (2023), A quantitative study of 243 university students was conducted to investigate the impact of self-esteem and motivation on academic engagement, which was reflected in academic performance. The findings suggest that self-esteem has an impact on emotional and behavioral disengagement. Motivation has a higher impact on academic engagement, and metacognitive engagement predicts students' academic performance. Thus, boosting metacognitive strategies that teach students how to plan, monitor, and self-regulate their learning would improve their performance. As a result, students who do not meet their materialistic needs will have reduced self-esteem. Low self-esteem is commonly linked to depression. Low self-esteem can lead to depression, which reduces self-respect. As a result, the report describes the sense of belonging and self-esteem of high school students at a Catholic college in Antique during the 2019-2020 school year. Similarly, this article investigated the link between student demographics and their sense of belonging and self-esteem. Suan et al. (2020).

SELF-CONFIDENCE

According to the study of Tripathy & Srivastava (2013), self-confidence is an attitude, and students who possess it have faith in their own talents, are goal-oriented, and think they will succeed in achieving their objectives. A person's level of self-confidence varies depending on their life circumstances. A person may be extremely



confident in one part of their life but lacking confidence in other areas. Based on the results of studies that are supported or compared with several relevant studies, it can be said that there is indeed an effect of self-confidence on job readiness. However, being prepared for the workforce is a complicated issue since it involves not just the individual but also support from a number of sources, particularly the family and schools. (Ristiani et al., 2022).

In the foreign Literature Lone, (2021) on his review about self confidence, Self-confidence does not mean a student can achieve everything and anything, including irrational objectives. In fact, it indicates that the pupil will have a positive outlook, a feeling of control over his own abilities, and is likely to utilise his skills and abilities to their fullest potential in achieving favourable outcomes. Moreover Lack of confidence will limit students and overconfidence is unrealistic.

Based on the study of Maneva and Tribulano (2019) study about the Relationship between Students' Level of Self-confidence and Performance Tasks, the Self confidence refers to someone's power and abilities to perform the required tasks. In order to accomplish the given tasks students must have self-confidence. Self Confidence affects student's attitude and their relationship to their surroundings, meaning if it's weak, it alters motivation to do the tasks, results in negativity, and if it's strong enough they build a Good impression to themselves, in good academic performance specifically to problem solving skills, hindered to be efficient.



In addition to this the study found by Akbari O. et al. (2020) that the impacts of students' self-confidence in learning process at Kandahar University. With self-confidence can lead them improved participation, enjoy learning, reduced test anxiety, increased interest in goal seeking, growth of comfort with their lecturers and classmates and finally help them in sharing their experience and opinions in the class.

CAREEREDGE

According to Augusta, (2014) a sizable contribution (59.9%) to job readiness is from future orientation and fighting power. Including those elements are the Career EDGE in which the evaluation and reflection assessed the 3s (self efficacy, confidence and esteem) that helps education practitioners to determine things to develop employability. Using Career EDGE is to develop the social Concept of the 3s which leads to the students as discussed as a driving force need to develop, to be employable.

In the foreign Employability literature, Employability skills were identified as; lifelong learning, professional development, ability to apply and integrate theory and practice, decision-making, work readiness and collaboration—which most employers find on the Graduate. It further emphasised that there is a need to be aware of the changing nature of the employability landscape, since definitions can vary. (Nesaratham, S. 2018). Universities should give students the chance to develop aspects of their model through reflection and review, according to the career EDGE model (Dacre Pool, L., & Sewell, P. 2007). These elements serve as the foundation for students' ongoing self-reflection and self-evaluation as well as the development of



their self-efficacy, self-confidence, and self-esteem. The Career EDGE model promotes the importance of work and life experience in enhancing graduates' employability.

DEGREE SUBJECT

According to Victoriano et al. (2022), Graduate tracer studies for 12 academic programs at San Pedro College's Graduate School in Davao City, Philippines. In response to the Commission on Higher Education's (CHED) and the accrediting agencies' requirement, the researchers realized the need for San Pedro College's (SPC) Graduate School to conduct tracer studies on their graduates to gauge how well they perform this role and how well the college performed in developing the competencies of its students and preparing them for the world of work. The respondents were graduates of the master's and doctorate programs from the years 20. The data was gathered using a validated questionnaire, a modified version of the tracer study questionnaire developed by CHED and the University of Santo Tomas (UST). The majority of responses are female, single, and from Batch 2020. Graduates generally believe that their study program aided their personal and professional development.

The study by Reyes, (2021), Tracer studies are commonly used in higher education to assess the performance of curriculum using relevant indicators. The researchers used a cross-sectional research design to assess the outcomes of a tracer study done in a Philippine public institution among its Master of Management degree graduates from 2020-2022, employing descriptive, open-coding, and principal



component analysis methods. The findings showed that pursuing graduate courses increased graduates' employment possibilities. The efficient implementation of the graduate program helps graduates improve personally and professionally. Many factors influence the development of a graduate's personal skills, including people, problem-solving, information technology skills, meeting current and future professional needs, exposure to local and international communities within the field of specialization, critical thinking skills, salary improvement and advancement, and personality development. Improving graduates' professional skills requires a solid foundation in the academic profession, research capacity, learning efficiency, and communication skills.

A stated by Belbes M, et al. (2022). The fact that the International Student Assessment Program resulted in the lowest reading comprehension score compelled the researcher to conduct the study using the Jolly Phonics program to strengthen language literacy. Each approach used thirty (30) students from Grades 1 to 3, for a total of 540 students from three selected elementary schools. The pre- and post-tests were evaluated by professionals from the City School Division Office.

According to Chang M, (2011), a school instructor noticed that the families of her students they wanted to educate their children academically at home but were frequently discouraged by a lack of skills and understanding. Based on this discovery, Martin-Chang performed a study to identify how to remove the hurdles that prevent parental support for a child's reading development at home.



Graduates provide the most persuasive evidence of a program's efficacy in terms of employment, positions, and promotions. They also provide valuable ideas and input to help establish the program's relevancy in today's work market. The primary purpose of this study was to keep track of postgraduate degree graduates' job status, positions, and promotions. The major data collection approach utilized in the study was a descriptive survey method with a questionnaire designed by the Commission on Higher Education (CHED). The study aims to collect quantitative and qualitative data from graduates of two graduate programs in education at National University's College of Education, Arts, and Sciences (2024).

EXPERIENCE

Integrating employability support into undergraduate programs has become more important for improving graduates' experiences and job preparation. According to O'Leary (2017), there is a substantial division among graduates in terms of the emphasis on employability skills in their curriculum; although some prefer less emphasis on this component, the vast majority argue for more strong employability training. This follows a larger trend in which professional services are viewed as critical to employability, emphasizing the need for a balanced strategy that blends specialist help with curricular integration.

According to Ergun et al. (2021), former foreign students' transformational experiences in Turkey, emphasizing how their time abroad has a substantial influence on their job chances. This shows that effective employability programs require an



awareness of international students' career expectations and cultural integration. Such insights can help institutions adjust their curriculum to better match the demands of differing student groups, therefore improving their overall educational experience.

Crossman and Clarke (2010) found that stakeholders, including employers and academics, uniformly accept the value of overseas experiences. These experiences help develop vital soft skills and provide excellent networking opportunities, both of which are necessary for working in varied settings. This agreement emphasizes the significance of experiential learning as a major component of employability.

According to Mesquita et al. (2020), there is a gap between the skills that graduates possess and those that employers desire, indicating that higher education institutions should enhance how they educate students for the labor market. Innovative cooperation between universities and industry can help close this gap and improve graduates' employment prospects.

GENERIC SKILLS

According to Bagon et al. (2023), talents and aptitudes have a major influence on how 21st-century students learn about hospitality and tourist management. The study underlines the significance of testing these abilities in order to guarantee that students are well-prepared for future professions in this dynamic industry. Using Paul Sandwith's competency domain model and frameworks supported by the 1994 Dual Training System Act (R.A. 7686), this research emphasizes the importance of a strong educational foundation that includes workplace-relevant skills.



As stated by Valachis et al. (2023), focus on the importance of general skills in the travel and hospitality industries, including problem solving, customer service, and crisis management. Their research finds crucial elements influencing employability, such as educational background and job experience, and concludes that "International Hospitality Management" is essential for students. Employers value soft qualities like empathy and self-control, highlighting the necessity for a comprehensive educational approach beyond technical knowledge.

According to Cos et al. (2018), they contribute to this issue by assessing the professional readiness of graduates from diverse programs. They discovered that, while students feel prepared for the hospitality industry, there are variations depending on their individual curricula. Integrating generic skills training into the curriculum is crucial for equipping all students with the necessary skills for success, independent of specialty.

Raybould et al. (2006) support this idea by noting that hotel management courses should be consistent with industry standards, emphasizing the significance of interpersonal, problem-solving, and self-management abilities. Their findings indicate that a balanced curriculum that stresses both technical and general abilities is critical for satisfying the different demands of students and businesses.



EMOTIONAL INTELLIGENCE

According to (Robinson et al., 2019), The tourist industry employs a larger percentage of women than males worldwide, making it a major employer (Robinson et al., 2019). The need of taking into account the human element in tourist sustainability is emphasized by Kronenberg and Fuchs (2021). They contend that since the tourism workforce has frequently been overlooked in the literature, it is imperative to place it at the forefront of discussions about sustainability and development. In order to grow their tourism industries, provide employment, and increase their economic market share, various nations participate in the global tourism market (Obong & Etim, 2019). The tourism industry's working conditions generate a variety of demands and expectations that lead to increased stress (Mohamed, Mohamed, & Essmat, 2020). It is characterized by low pay, high job expectations, seasonality-related irregular work hours, little downtime, intense client interaction, and rapid change. Furthermore, the prevalence of worker burnout inside the tourism sector has been attributed to fatigue, an unfavorable work environment, employment instability, and long hours (Mohamed, 2020). Business organizations are very concerned about employee burnout.

According to Völker J. et al. (2023) to Academic achievement can be significantly predicted by emotional intelligence, per current meta-analyses. In this study, we aimed to examine a specific student population for whom interpersonal skills should be considered essential. Specifically, we looked at whether emotional



intelligence as an ability contributes in a way that goes beyond personality and fluid intelligence to educational achievement at the hospitality management school.

According to Sukhragchaa, A.et al. (2021). The studies in Mongolia's hospitality sector, particularly at lodging establishments, mostly examined the caliber of hotel services as well as the satisfaction and habits of international visitors. Research on human resources topics such psychological issues, working environment, career development, incentives, and job satisfaction is lacking. Therefore, the study's goals were to: (1) conduct a survey on emotional intelligence, emotional labor, and job satisfaction among workers at high-end hotels in Mongolia; (2) determine whether the components of emotional intelligence vary based on their variables; and (3) analyze and define correlations between the variables of emotional intelligence, emotional labor, and job satisfaction.

According to Orense, C. (2020). The goal of this study is to ascertain whether student discipline and emotional intelligence have an impact on high school students' academic performance at any of the private educational institutions in Quezon City, S.Y. 2018–2019. The company quantitative, non-experimental design was employed in this investigation. Students' academic performance, discipline, and emotional intelligence were employed as constructs. The researcher compared data from the subjects' archive and current years, when it is they had been completing Grade 7 as well as Grade 12, respectively. To determine whether self-discipline and emotional intelligence had an impact on academic achievement, two years' worth of participant



data were examined. The participants' maturation was explained using a paradigm based on Havighurst's developmental tasks.

According to the study of Li, W., et al. (2023). Emotional intelligence has a predictive effect on postgraduates' well-being. The mechanism of this effect includes the indirect effects of social support and psychological resilience. Study results revealed the relationship mechanism between emotional intelligence and postgraduates' well-being, and provide reference for explorations of how to development postgraduates' emotional intelligence and further improving their abilities to strengthen their emotional resilience. Based on the result of the studies reveals a significant positive correlation between the emotional intelligence and well-being of postgraduates, and that social support plays an intermediary role between emotional intelligence and well-being, while psychological resilience mediates between emotional intelligence and well-being. Social support and psychological resilience mediate the chain between emotional intelligence and well-being.



SYNTHESIS

As stated in literature and studies, there are some similarities in the research that we discovered. Bachelor of Hotel and Restaurant Management and Bachelor of Tourism Management usually fall into the restaurant and hotel industry.

Tracer studies on graduates of Hotel and Restaurant Management (HRM) and Tourism Management (TM) give essential information on their employability and career paths. The interaction of self-esteem, self-confidence, and self-efficacy is critical in determining graduate employment. Li and Scott (2023) discovered that self-efficacy moderates the association between emotional commitment and work engagement, implying that people with high self-efficacy are more likely to be involved in their jobs. Luong (2021) explored the relationship between self-efficacy and entrepreneurial goals in students, discovering that higher levels of self-efficacy are connected with larger entrepreneurial aspirations. Gonzaga A. (2023) discovered that self-esteem is linked to emotional and behavioral disengagement in academic contexts, implying that those with greater self-esteem are more inclined to participate in their studies. The CareerEDGE model, while used in a variety of ways, constantly highlights the importance of self-efficacy, self-confidence, and self-esteem in employability (Augusta, 2014). This shows that people with these characteristics are more likely to be viewed as employable by employers. While the precise components of the CareerEDGE model differ between research, the overall emphasis on these personal characteristics stays similar. Future studies should focus on the long-term



TAGUIG CITY UNIVERSITY
General Santos Avenue, Central Bicutan, Taguig City
COLLEGE OF HOSPITALITY AND TOURISM MANAGEMENT



career paths of hotel management graduates, notably their capacity to assume leadership positions and launch entrepreneurial initiatives. Furthermore, research on the efficiency of vocational training in acquiring these abilities is critical. Furthermore, knowing how graduates adjust to the continually changing global tourism environment, which includes technological breakthroughs, economic changes, and changed customer behavior, is critical. By filling these gaps, future research can contribute to a better understanding of the factors that influence the long-term career success of hospitality management graduates, as well as inform efforts to improve educational programs and prepare students for the challenges of the global tourism industry.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design and methodology of the study. It shows how the procedural operations of the research problem of this study were to be answered.

Research Method and Design

The study will use quantitative methods to measure objectively statistical data using computation techniques, which focuses on the employment status and employability of the Bachelor of Science in Hospitality and Tourism Management Batch 2020 conducted at Taguig City University. According to Babbie, Earl R. 2010. The use of it is to determine the relationship between one thing [an independent variable] and another [a dependent or outcome variable] within a population. The researcher also used a descriptive research design as a scientific method which involves observing and describing the behaviour of a particular subject without influencing it in any way. It is an appropriate method to trace graduate employment status and employability among 2020 graduates of Bachelor of Science in Hospitality and Tourism Management of Taguig City University “to explore the causes of particular Phenomena”(Calderon J. F., 2008).



Sources of Data

The responses of the batch were Bachelor of Hospitality and Tourism Management program Year 2020 of Taguig City University graduates served as the source of primary data. using the questions for the survey that was given out. With the help of Colleagues assisted in the personal distribution, associates in Additional responders were located via Facebook Accounts and a Google Form. The secondary sources of the data. are the internet and other additional printed undergraduate thesis, and reading materials that are significant to the current investigation.

Population and Sampling

The sample size or average of the respondents for the BSHRM and BSTM courses, as determined by this study using the Slovin Formula, were 97 for the BSHRM course and 51 for the BSTM course.

Respondents	Total Population
Bachelor of Science in Hotel Restaurant Management	97
Bachelor of Science in Tourism Management	51
TOTAL	148



Instrumentation and Validation

The research instrument used in this study is based on the 2020 tracer study of Hotel and Restaurant Management and Tourism Management and made an actual evaluation of raw data of 2020 Hotel and Restaurant and Tourism Management graduates of Taguig City University.

The researchers used a questionnaire for the purpose of collecting the needed primary data. The instrument was divided into two parts.

Descriptive/Verbal Rating	Point Value	Mean Scale
Strongly Agree	4	3.50 - 4.00
Agree	3	2.50 - 3.49
Disagree	2	1.50 - 2.49
Strongly Disagree	1	1.00 - 1.49

The part I include the information about the respondents' profile in terms of age, sex, civil status, course/program, and highest educational attainment.

The part II consists of main parts which are subdivided parts that will measure the respondent's assessment towards the readiness of employment status and employability. Their responses were measured using a 4 Likert scale: (4) Strongly Agree (3) Agree (2) Disagree (1) Strongly Disagree.



Data Gathering Procedure

The researchers gathered some important information related to this study. For additional insight to the study

- Researchers made a questionnaire which would be used as an instrument in gathering the data.
- The researchers gave a letter of request for the master list of the Hospitality and Tourism graduates batch 2020 to be the register's Office.
- The researchers must have the approval given by the panel. Upon the approval of request the researchers started to conduct a survey and distributed the questionnaires through Google Form that they made massaging on Facebook.



Statistical Treatment of Data

The formula used in getting the sample size of the respondents (Slovin's formula), and the formula to be used in interpreting data gathered from survey instruments, sampling design and validation of instruments.

Weighted Mean

This will be used to show an average tally of the responses of the respondents incorporated in the questionnaire. Specially to show the respondent's effective Career choice.

$$\bar{x} = \frac{\sum fx}{n}$$

Where:

Σ = Sum of all Data Values

\bar{X} = Values

W = Weights

Frequency and Percentage

Will be used to get the percentage of the distribution of respondents in each of the categories considered. It will be used to show the demographic profile of the data gathered.

$$P = \frac{f}{N} \times 100\%$$

Where:

p= Percent

n= Population

f= Frequency



Z- Test

An statistical tools used to determine whether two population means are different when the variances are known and the sample SIZE is LARGE. It will be used to determined the significant difference between the two group of respondents on their employability status,

$$z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

Where:

\bar{X}_1 = mean of group 1

\bar{X}_2 = mean of group 2

SS = Sum of squares

$n1$ = Total respondent of group 1

$n2$ = total respondent of group 2

Pearson's Chi-square

- A Pearson's chi-square test is a statistical test for categorical data. It is used to determine whether the data are significantly different from what is the expected. It will be used to determine the relationship between respondents' readiness and Employability status and employability.

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$



Where:

O- Observe

e- Expected

4 Point Scale

The rating, scale, range and interpretation of the responses are likewise to show in the survey scale as follow: Strongly Agree, Agree, Disagree and Strongly Disagree.

Table 2

Respondents Scales

Descriptive/Verbal Rating	Point Value	Mean Scale
Strongly Agree	4	3.50 - 4.00
Agree	3	2.50 - 3.49
Disagree	2	1.50 - 2.49
Strongly Disagree	1	1.00 - 1.49



Ethical Considerations

To observe highly confidential nature of the survey and the interviews, the researcher will ensure that no particular name will be mention in the report. The identity of the respondents will not reveal except that they were students. No personal opinion will be given by the researchers, only information and result based on the data gathered. The research participants will not subject to harm in any ways from the results or findings of the study. The study prioritized a high respect of the dignity of research that full consent will be obtain from the participant prior to the study. The Researchers pledge to use any information gathered related to the respondents will solely use for the research purposes only.



SURVEY QUESTIONNAIRE

Dear Respondents,

Good Day! Researchers of 4th Year Bachelor of Science in Hospitality Management Students of Taguig City University, currently doing a study entitled "Employment Status and Employability among 2020 Graduates of Bachelor of Science in Hospitality and Tourism Management in Taguig City University: A Tracer Study".

In this regard, researchers need a little of your time to answer this survey. It will be a big help not only for the researchers but also for the University to know the employment status of the Bachelor of Science in Hospitality and Tourism Management graduates batch 2020. Rest assured that the information gathered will be regarded with utmost confidentiality.

I. Demographic Profile

Directions: Please provide the needed information about yourself which are important for the purpose of this study by putting a check mark (/) on the box.

Name: _____

1.1 Age:

☐ 21 – 25 years old

☐ 26 – 30 years old

☐ 30 and above

1.2 Sex:

☐ Male

☐ Female

1.3 Civil Status

☐ Single

☐ Married

1.4 Course:

☐ HRM

☐ TM

1.5 Highest Educational Attainment:

☐ Masters Graduate

☐ Graduate Degree

☐ Undergraduate



II. How do the groups of respondents assess their employment status and employability for the past three years?

Employed

2.1 Employment Status:

- ☐ Employed ☐ Self - Employed
☐ Unemployed ☐ Others:

2.1.1 Employment Item (for EMPLOYED individuals only)

Note: if self-employed and/or unemployed, kindly write 'N/A'.

- ☐ Regular/Permanent
☐ Job Order
☐ Contractual
☐ N/A

2.1.2 Place of work

- ☐ Local
☐ International

2.1.3 Type of Organization

- ☐ Private
☐ Public/Government



2.2 Job Title Position;

- ☐ Front Desk/Receptionist ☐ Flight Attendant
- ☐ Tourist Guide ☐ Cruise ship Attendant
- ☐ Resort Manager ☐ Others (Pls Specify) _____
- ☐ Travel Agent

2.3 Nature of the Company (for EMPLOYED individuals only)

Note: if self-employed and/or unemployed, kindly write 'N/A'.

- ☐ Food and Beverage ☐ Accommodation/Lodging
- ☐ Tour and Travel Agency ☐ Airline Industry
- ☐ Cruise Line ☐ Education
- ☐ Culture and Arts ☐ Business Processing Outsourcing
- ☐ Business Banking ☐ N/A
- ☐ Others: _____

2.4 Years in Service (for EMPLOYED individuals only)

Note: if self-employed and/or unemployed, kindly write 'N/A'.

- ☐ Below 1 year ☐ 1 to 2 years ☐ N/A
- ☐ 3 to 4 years ☐ 5 years and above



2.5 Income Bracket:

- ☐ ₱13,000 and below ☐ ₱16,000 to 20,000
☐ ₱13,000 to 15,000 ☐ ₱26,000 and above
☐ ₱21,000 to 25,000

Unemployed

2.6 Reason for not being employed?

- ☐ Lack of Money ☐ Lack of Skills ☐ Family Problem
☐ Laziness ☐ Lack of Knowledge ☐ Lack of Experience
☐ Health Problem ☐ Lack of Self-Confidence ☐ Others: _____

III. How do the groups of respondents assess their readiness for employment after graduation in terms of:

Directions: Kindly put a check (/) on the box that corresponds to your answer using the scales below.

Scale		Verbal Interpretation
4	-	Strongly Agree (SA)
3	-	Agree (A)
2	-	Disagree (DA)
1	-	Strongly Disagree (SD)



EMPLOYABILITY				
4.1 Self-Efficacy	4	3	2	1
4.1.1 I am able to effectively manage stress and maintain my composure under pressure.				
4.1.2 I am confident in my ability to perform what I learned and to grow professionally.				
4.1.3 I am adaptable and can adjust to changes in the workplace.				
4.1.4 I am skilled at building and maintaining strong professional relationships.				
4.1.5 I am confident in my ability to find a job that aligns with my skills and career goals.				
4.2 Self - Esteem				
4.2.1 I trust myself to make good decisions.				
4.2.2 I believe in my ability to achieve my goals.				
4.2.3 I feel capable of handling challenging situations.				
4.2.4 I am comfortable taking risk and trying new things.				
4.2.5 I am comfortable in my acquired skills.				
4.3 Self - Confidence				
4.3.1 My Professors and colleagues help to boost my confidence				
4.3.2 I believe I can handle the workload and responsibilities of my current or desired job.				
4.3.3 I feel confident in my ability to achieve my personal and professional goals.				
4.3.4 Activities in the curriculum helps to develop or boost my Self-Confidence.				
4.3.5 Skills I adopt in the University and OJT helps to boost my confidence				



4.4 Experience				
4.4.1 My program's emphasis on soft skills helps me prepare for my job.				
4.4.2 Engaging in group projects during my studies helped me develop essential teamwork skills.				
4.4.3 I feel confident to apply what I learned in my degree to real-world situations.				
4.4.4 I had adequate access to training on professional growth and job search strategies.				
4.4.5 The curriculum enhanced my Life Experience and applied it to my workplace.				
4.5 Degree Subject				
4.5.1 The skills I learned during my graduate degree are applicable to my work.				
4.5.2 My degree subject is directly relevant to the field of work I am interested in.				
4.5.3 My degree program has prepared me for the challenges and responsibilities of the workplace.				
4.5.4 My degree program has provided me with practical skills that are essential for employment.				
4.5.5 The knowledge I have gained from my degree program is applicable to various industries.				
4.6 Generic Skills				
4.6.1 OJT in my related-industry helps me to enhance my skills.				
4.6.2 The activities in the curriculum helps me to enhance my Problem-solving skills.				
4.6.3 Tesda Training, OJT Certificates and certificates in competition helps me to get a job.				
4.6.4 Being Creative and Innovative helps me to develop enterprise skills.				
4.6.5 Being good at communication allows me to communicate to customers effectively.				



4.7 Emotional Intelligence				
4.7.1 The curriculum spends time to tackle emotions(through seminar, teaching and work-related situation).				
4.7.2 I empathize with others and understand their perspective.				
4.7.3 I can handle difficult situation under pressure.				
4.7.4 I can work effectively in a diverse workplace.				
4.7.5 I maintain positive relationship through good communication.				

Thank you very much,
The Researchers,
Ballicud, Cristelle Joyce A
Congayo, Shiela Mae R.
Dela Cruz, Dimple S.
Espino, Rheiber Heart T.
Intig, Ma. Mercedes Paz C.
Mateo, Ronalyn V.
Potente, Jonalyn Z.
Precones, Angie P.