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RESEARCH, INNOVATION AND KNOWLEDGE DEVELOPMENT OFFICE

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**CURRICULUM RELEVANCE AND INSTRUCTIONAL
EFFECTIVENESS VIS-À-VIS EMPLOYERS' SATISFACTION AND
EMPLOYABILITY OF HOTEL AND RESTAURANT
MANAGEMENT AND TOURISM MANAGEMENT GRADUATES:
A TRACER STUDY (AY 2016 – 2019)**

A Faculty Research

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This research entitled

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ABSTRACT

The effectiveness and relevance of a Program can be measured from its graduates. This is a tracer study of the Hotel and Restaurant Management (HRM) and Tourism Management (TM) graduates of Columban College, Inc. from AY 2016 – 2019. It determines the relevance of the curriculum, effectiveness of instruction, employers' satisfaction on the job performance of graduates, and employability of the graduates. The descriptive-correlation type of research was used with 253 out of the total number of 328 HRM and TM graduates from AY 2016 to 2019 and 137 employers surveyed. Majority of the HRM and TM graduates are single, female, and enrolled the programs because of perceived status or prestige of the profession as well as prospect for immediate employment and opportunity to work abroad. Both HRM graduates and employers perceived that the HRM curriculum is relevant in terms of the attainment of the school's vision, mission and goals, attainment of the program educational objectives, demonstration of CCI graduate attributes and acquisition of the 21st century employability skills. Similarly, both TM graduates and employers perceived that the TM curriculum is also relevant in terms of the said variables. Therefore, the two curricula are perceived to be relevant. Instruction is highly effective based on the assessment of both HRM and TM graduates in terms of the delivery of instruction, pre-service training and curriculum, and learning environment and facilities. The job performance of HRM and TM graduates are both described as good since the employers are satisfied with their job performance. The employment rate of graduates is high and there is a small percentage of mismatch and unemployment. Majority of the graduates are regularly and permanently employed, working related to their specialization within Olongapo and SBFZ area, have been staying in their job because of proximity to residence and good working condition, have landed in their first job for less than 1 year, found the first job by recommendations of friends and relatives, and are receiving salary above minimum wage. The relevance of the HRM and TM curricula and the effectiveness of instruction significantly correlates with employers' satisfaction on the job performance of graduates and with the employability of graduates.

Keywords: Curriculum Assessment, tracer study, employers' satisfaction, instructional effectiveness, curriculum relevance, HRM and TM graduates



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Introduction

Hospitality and tourism management refers to management studies pertaining to management in the hospitality industry, of which tourism is a part. Consisting of restaurants, cafes, clubs, resorts, cruise lines, and other customer-oriented businesses, hospitality is a goliath-sized industry that creates millions of new jobs each year.

The Hospitality and Tourism industry contributed close of \$ 8 Trillion to the Global Economy in 2017 which is expected to cross \$10 Trillion by 2025 (officially). Approximately 1350 Million is the number of international tourists last year based on the figures presented by the World Tourism Organization. One out of 8 jobs in the US is provided by the Travel industry alone. Further according to the WTTC report, travel and tourism accounted for over 313 million jobs. That is close to 10% of total employment in 2017. When almost every industry is fighting gender bias and the glass ceiling, the hospitality and travel industry sets itself apart with 55% of the global workforces as women.

The employment contribution of the hospitality sector is expected to rise at a rate of 2.4% for the next decade. So, when other industries are facing job cuts, the hospitality industry is set to keep offering more jobs.

According to a Deloitte study, the hotel sector alone is expected to grow at an annual rate of about 5% to 6%, and this is just one of many sectors within the hospitality industry. Hospitality and tourism management studies teach students how to succeed in this industry so that they can secure a lucrative and rewarding career.



Well, some schools and organizations do, in fact, call this field of study hospitality management. Others, however, refer to it as hospitality and tourism management because of the sheer size of the tourism sector. According to Statista, tourism is one of the largest commercial sectors in the United States, adding about \$1.5 trillion to the country's Gross Domestic Product (GDP).

The hospitality and tourism industry is a vast system consisting of several sectors with airlines, hotels, resorts, travel agencies and tour operators constituting the greater bulk. The myriad of smaller entities that thrive and wane with tourism's upswing and downturns include souvenir shops, restaurants, bars and the like. The industry also goes beyond its business realm; it covers government and non-government organizations as well as educational institutions. (CHED Memorandum Order N0. 30 Series of 2006)

The hospitality industry has been claimed to be people centric industry, where its management success and failure revolves around the management of people, particular interaction between guests and staff. There is an indicator, which acknowledges the success or failure of such organizations; it is the high level of skills and training of the staff that work in such an industry.

Educational programs for hotel management are not only a career choice but also a fruitful experience. This is evident if one considers the wide range of topics that students are learning in the hospitality programs starting from front office operations, accounting management, food and beverage, marketing, human resources and tourism. Inevitably such a diversity of topics makes the learning process for a hotel management diploma, degree a rewarding experience. Students that are joining such programs will benefit not only of having a qualification hut also of obtaining a wide range of knowledge across different disciplines.

The Bachelor of Science in Tourism Management (TM) and Bachelor of Science in Hospitality Management (HM) as stipulated in Commission on Higher Education (CHED) memorandum 62, s. 2017 will equip students with competencies that are related to execute operational tasks and management functions in food production (culinary), accommodation, food and beverage service, tourism planning and product development, events



planning, transportation services, travel and tour operations, and other emerging sectors of hospitality and tourism.

Often when students are graduating from a hotel management degree or diploma program will say that they will like to become hotel general managers. Their reason is purely on the ambition that they have to succeed as well as of the values that they obtain while they were studying for such qualifications. What is critical here is that an educational program needs to build these ambitions of the students from a qualified faculty that they are in a cutting edge of the industry or academia. Students will then look up to their educators that they gain while they are studying a broad range of topics.

On a day-to-day basis in a hotel environment, decisions often need to be made fast. Those decisions can involve anything from purchasing new equipment up to training the staff Hotel Managers without any prior knowledge of such topics will often make a mistake or a bad decision that will cost the operation not only in financial terms but most importantly in reputation. How many times we hear stories or cases of things that did not go well and how many times we learn from the hospitality industry that failures occurred because of a lack of knowledge of the market that they were going to invest.

In turn, what educational programs for a hotel management qualification do offer are cultural awareness as well as knowledge of the global market. While students are studying for such qualification they obtain knowledge of the hotel markets across the globe, which in turn helps them to seek employment in any part of the world. Monitoring and tracing out the performance of graduates in the employment world reveals the appraisal to employability of graduates gives a good indication of productivity and system of locating the products of the school.

Most colleges and universities consider education to lie at the nucleus of their academic mission. Yet few have developed systematic processes for enhancing and assuring education quality. Traditional quality improvement focuses on inputs like admissions selectivity, faculty expertise, student-faculty ratios, facilities, and expenditures. Such improvements require action by people outside the department – for instance, to change admissions



policies or increase budgets. When asked what the department can do for itself, the tendency is to talk about updating the curriculum and adjusting the balance between class sizes and teaching loads with no room for consideration the contribution of the data from the graduates. Such efforts are fine as far as they go, but they fail to address many key determinants of quality education which can be exposed in this tracer study.

“Education Quality Processes” can be defined as follows (Massy, 2003).

Education quality processes are organized activities dedicated to improving and assuring educational quality. They systematize a school’s approach to quality instead of leaving it mainly to unmonitored individual initiative. Education quality processes should not be confused with teaching and learning itself. Course development is not the same as teaching, for example. One might say that quality processes plan and govern the delivery and evaluation of teaching and learning which can be done initially by conducting a tracer study.

Thus, graduate surveys constitute one form of empirical study, which can provide valuable information for evaluating the results of the education and training of a specific institution of higher education like Columban College. This information may be used for further development of the institution in the context of quality assurance. After which, the college can propose an advanced approach for tracer studies which should enable the institution of higher education to get information to indicate possible deficits in a given educational programs, the engineering programs and to serve as a basis for future planning activities. Therefore information on the professional success (career education, trainings, employment status, and income) of the graduates is needed as well as information on the relevance of knowledge and skills (relationship between knowledge and skills and work requirements, area of employment, professional position). Graduates might also be asked to assess the study conditions and provisions they experienced retrospectively (evaluation in a narrow sense) by employing the survey-questionnaire designed to gather the relevant data needed.



Moreover, GTS has the advantage of securing a systematic information input by standardization and representative determination of the output without having to rely on the construction of a permanent information system. This is a very important advantage in countries on the edge of industrialization and in developing countries.

Graduate surveys can show a considerable variety of content. For example, they by no means have to postulate that study success is proved by professional success only. Discrepancies between study success and professional success and their reasons as a result of specific motives of the graduates or of unfavourable regional employment markets - may themselves be the objects of the survey and of the analysis.

The study is premised on the analysis of the educational and professional biography of the graduates, assessment of employment data like reasons for accepting and staying in the job which can contribute in explaining instead of measuring the output of the college in a one-sided manner. The last aspect is of particularly high importance as many evaluation surveys only intend to examine the different measures of success, but without offering help in improving the college situation.

Conceptual Framework

The study is anchored on CHED Memorandum Order #62 series 2017 (Policies, Standards and Guidelines for Bachelor of Science in Tourism Management and Bachelor of Science in Hospitality Management).

This tracer study was based on the basic objectives as illustrated in Figure 1 below. It was based on the concept that it provides valuable information or facts for the development of the college, it evaluates the relevance of the programs being offered, and it can contribute to the accreditation process where the college is presently facing, and finally it informs the students, parents, lecturers and administrators the current status of the graduates.

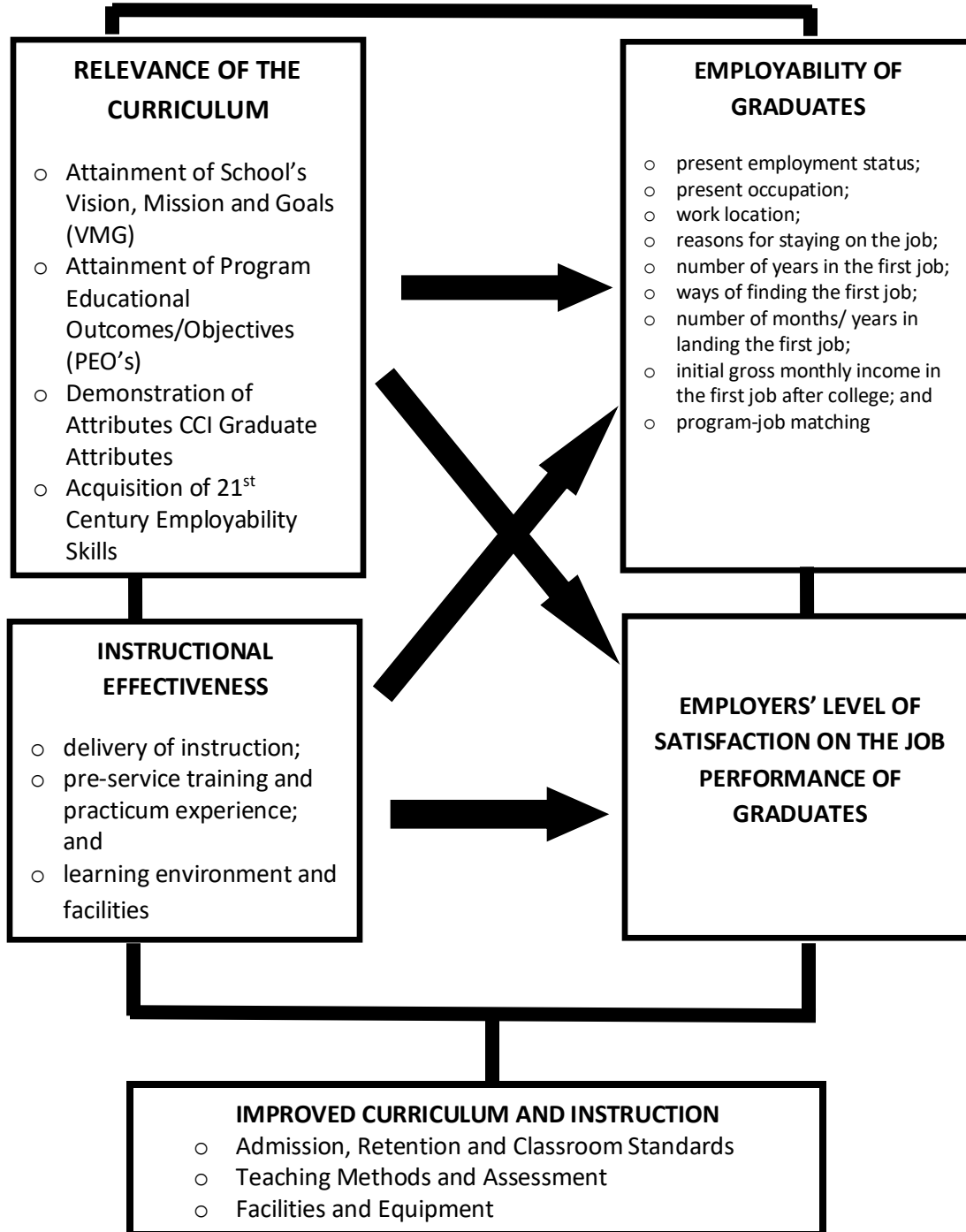


Figure 1. Framework of the Study



Furthermore, such empirical inputs like the graduates personal profile and experiences, income, job title and level, working time, duration of search for the first job, methods of job search that can be gathered are relevant for the college to note the variety of employment and thus the possible range of its preparatory tasks; the regional spread of its graduates, the careers successes, etc.; and the transition process from higher education to employment: How do students seek for employment?; How are they informed and supported in the search process?; How and do employers recruit, and what are the prevailing criteria? What are the timing and duration of these processes? and what are the competencies and skills learned in college useful in the jobs?

The variables identified above are presented in a more systematic way based on the model of analysis in higher education shown in Figure 2.

Statement of the Problem

This is a tracer study for the Hotel and Restaurant Management (HRM) and Tourism Management (TM) graduates of Columban College, Inc. from AY 2016 – 2019. It determines the relevance of the curriculum, effectiveness of instruction, employers' satisfaction on the job performance of graduates, and employability of the graduates.

Specifically, it sought answers to the following questions:

1. What is the profile of the HRM and TM graduates in terms of:
 - 1.1 civil status;
 - 1.2 gender; and
 - 1.3 reasons for taking the course?

2. How do the graduates and employers assess the relevance of the HRM and TM curricula in terms of the attainment of:
 - 2.1 School's Vision, Mission and Goals (VMG);
 - 2.2 Program Educational Outcomes/Objectives (PEO's);



2.3 Demonstration of CCI Graduate Attributes;

2.3.1 Christian Character;

2.3.2 Competence; and

2.3.3 Service;

2.4 Acquisition of 21st Century Employability Skills;

2.4.1 Learning Skills;

2.4.2 Literacy Skills;

2.4.3 Life Skills; and

2.4.4 Personal Success Skills?

3. How do the graduates assess the instructional effectiveness in terms of the following:

3.1 delivery of instruction;

3.2 pre-service training and practicum experience; and

3.3 learning environment and facilities?

4. How do the employers assess their level of satisfaction on the job performance of the HRM and TM graduates?

5. What is the employment data of the HRM and TM graduates in relation to:

5.1 present employment status;

5.2 present occupation;

5.3 work location;

5.4 reasons for staying on the job;

5.5 number of years in the first job;

5.6 ways of finding the first job;



- 5.7 number of months/ years in landing the first job;
- 5.8 initial gross monthly income in the first job after college;
- and
- 5.9 program-job matching?

6. What are the suggestions of the HRM and TM graduates to improve the curriculum and instruction in terms of:

- 6.1 Admission, Retention and Classroom Standards;
- 6.2 Teaching Methods and Assessment; and
- 6.3 Facilities and Equipment?

7. To what extent do curricular relevance and instructional effectiveness correlate with employers' satisfaction on the job performance of graduates and employability of graduates?

Hypothesis:

The following hypotheses were tested:

1. There is no significant relationship between the curriculum relevance of the programs and the employers' level of satisfaction on graduates job performance.
2. There is no significant relationship between the curriculum relevance of the programs and the employability of graduates.
3. There is no significant relationship between the instructional effectiveness and the employers' level of satisfaction on graduates job performance.
4. There is no significant relationship between the instructional effectiveness and the employability of graduates.



Assumptions

In line with the posited specific problems, this study considered the following assumptions:

1. The empirical data gathered through the GTS survey-questionnaire is a concrete reference of biographical characteristics and employment statuses of the graduates and should be used by the college for educational reforms and other considerations as stipulated in the MVG of the college.
2. The general information about the graduates is independent to the present employment status of the graduates.
3. The relevance of the curricular offerings and competencies/ skills learned as well as effectiveness of instruction as institutional inputs is contributory to the present employment status of the graduates and satisfaction of prospective employers.
4. The present employment status of the graduates is an indicative of quality education provided by the college.

Scope and Limitations

The study was designed to trace the employability of the BA graduates of the Columban College from 2013-2016. However, its major limitation was the absence of empirical data on the teaching-learning outcome. Observations and interview resulted from the graduates were employed. The reliability of the data and analyses were based from the data obtained from the GTS survey form accomplished personally by the graduates. Lastly, the findings were intended for the educational reforms by the college to further improve its curricular offerings.

Significance of the Study

This tracer study is significant to the following:

The Columban College Administrators. The information gathered and traced may be utilized for further development of the institution in the



context of quality assurance. After which, the college can propose an advanced approach for tracer studies which should enable the HM and TM Programs to get information to point out possible deficits in a given educational programs and to serve as a basis for future planning activities.

The Professors in the College of Business and Accountancy. They will be given valuable information on the basic competencies and skills required for the students landing to the specific job based on their finished degree. They could gear towards a more outcome-based curriculum and competency-laden activities.

The Prospective Employers and Industry Partners. The outcome of the study will ensure producing graduates who are competitive and acquired the necessary knowledge, skills, competencies and values expected by the hospitality and tourism sectors.

The Parents. They will be provided with information as to the relevance of the curricular programs of the institution as well as the assurance of quality education provided by for their school children.

The Students. They will be provided with quality education based on the revised curricular programs and competencies/ skills relevant to their prospected jobs.

Definition of Terms

For clarity and better understanding of terms used in this study, the following terms are defined:

Competencies/ Skills. These refer to the various competencies useful in the first job of the graduates such as communication skills, human relations skills, entrepreneurial skills, information Technology skills, problem-solving skills, and critical Thinking skills.

Curriculum. It refers to the written text/medium as well as overall learning experience of students in which individual and educational programs are founded and focus upon meeting educational objectives.



Employability. This refers to the rate of employment of the HRM and TM graduates of Columban College.

Employer's Satisfaction. This refers to the satisfaction level of the employers on the job performance of the HRM and TM graduates.

Employment Status. This refers to the current employment state of the HRM and TM graduates described as regular or permanent, contractual or temporary, and self-employed.

Instructional Effectiveness. This refers to the effectiveness of the delivery of instruction; pre-service training and practicum experience, and condition of learning environment and facilities.

Relevance of the Curriculum. This pertains to the relevance and significance of the curriculum in terms of the attainment of school's VMG, program's educational outcomes, demonstration of graduate attributes, and acquisition of 21st Century skills.

Research Design

This study utilized the descriptive-correlational survey method of research. Descriptive research as a design aims to describe the nature of a situation, as it exists at the time of the study and to explore the cause of particular phenomena. Any scientific process begins with description, based on observation, of an event or events, from which theories may later be developed to explain the observations. Descriptive research seeks familiarity with the subject and portrays selected biographical characteristics of the graduates from 2016 – 2019. Thus, it is the most common means of obtaining information from the graduates with the use of survey-questionnaire, random interviews with the aid of the study guide or interview schedule and observation. Descriptive research is defined as a research method that involves observing behavior to describe attributes, objectively and systematically. Correlation, a statistical measure of a relationship between two or more variables, gives an indication of how one variable may predict another. The descriptive techniques discussed above permit a statement, in the form of correlations, about that relationship. However, correlation does not imply causation; that is, simply because two



events are in some way correlated (related) does not mean that one necessarily causes the other. The main objective of descriptive research is to create a snapshot of the current state of affairs whereas correlational research helps in comparing two or more entities or variables.

Respondents

The actual number of graduates were traced and identified through the help of the office of the Admissions and Registration of the College. From this actual number of graduates, the researchers were able to traced a total of 253 out of the total number of 328 HRM and TM graduates from AY 2016 to 2019. Convenient sampling was employed in the study where only those who are available and willing to answer the instrument were taken as respondents. There were 170 HRM graduates and 83 TM graduates taken as samples. Table 1 presents the actual number of traced graduates per program.

Table 1
Distribution of BSBA Graduates per Academic Year

Academic Year	Specialization	No. of Graduates	Traced Graduates	%
2016 - 2017	Hotel and Restaurant Management	66	43	65.52
	Tourism Management	44	31	70.45
2017 - 2018	Hotel and Restaurant Management	79	62	78.48
	Tourism Management	26	20	76.92
2018 - 2019	Hotel and Restaurant Management	76	65	85.52
	Tourism Management	37	32	86.49

The second group of respondents were 137 employers of graduates (owners/ Human Resource managers/ general managers/ operation managers/ department heads) who hired the HRM and TM graduates from AY 2016 to 2019 and who have direct supervision with the graduates to evaluate their performance. They are from sectors of hospitality, tourism, real estate, call center or business process outsourcing, trading, construction,



bank, education, among others. Majority are from hospitality and tourism sectors like hotel and restaurant owners, resort managers, event management, catering, bakeshops, etc. Only those who acknowledged answering the instrument were considered.

The Instrument

The instrument used in this study was the GTS survey-questionnaire provided by the CHED. The first part of the questionnaire included the profiles of the subjects who responded such as civil status; gender; and reasons for taking the course. The second part which is major component of the instrument is the employment data of the graduates in relation to the reasons why not yet employed if still unemployed at the time of the study; present employment status; present occupation; reasons for staying on the job; reasons for accepting the job; number of years in the first job; ways of finding the first job; number of months/ years in landing the first job; and initial gross monthly income in the first job after college. The last portion of the instrument identifies the relevance of the curricular offerings to the first job of the graduates as well as the competencies/ skills learned in the college useful in the first job of the graduates. The instrument was modified to include a survey on the curriculum relevance, instructional relevance, and employers' satisfaction level on the job performance of graduates.

Validation of Instrument

The instrument despite of it was issued by the CHED to facilitate the tracer study of the graduates in the region was modified based on the needs of the study. However, major reconstruction on the direction/ instruction was done to simplify the instrument for its face validity. The instruments both for graduates and employers were checked and critiqued by school administrators, research experts, professors in the graduate schools, and expert in curriculum planning. Their suggestions were noted and were incorporated. Pre-testing was done to 8 graduates of HRM and 4 graduates of TM in another school, and to 4 employers not included in the study.



Data Gathering Procedure

The researchers personally asked the assistance of the CBA office for the actual listing of the desired respondents. The researchers coordinated with the faculty and student leaders in the gathering of data. E-mail communication and chat were used by the researchers to be able to distribute and retrieve the total population for the study. However, because of some constraints, some graduates were not traced nor returned the instrument. The retrieval rate of 77.13% from the total number of graduates was attained.

Treatment of Data

The data gathered were recorded, tabulated, and analyzed by means of the following statistical measures:

1. **Percentage.** This was used to determine the proportion of the graduate-respondents in terms of their biographic characteristics and employment data.

2. **Mean.** This was used to determine the mean number of years in the first job; number of months/ years in landing the first job; and initial gross monthly income in the first job after college.

3. **Pearson r Product Moment Correlation Coefficient.** This was used to test the hypotheses of the study. The level of significance used is 5% to make decisions.

Results and Discussions

This portion presents the gathered data, the analysis as well as the interpretation of the results following the posited specific problems.

1. Profile of the Graduates

The profile of the graduates is presented in Table 2. These are grouped according to civil status, gender and reasons for taking the course.

1.1 Civil Status



Table 2 reveals the distribution of the graduates in terms of civil status. As revealed, greatest percentage of the HRM (91.57%) and TM (85.54%) graduates is single. These are newly graduates who preferred to prioritize their work and be stable.

1.2 Gender

Distribution of graduates in terms of gender is also exposed in Table 2. As can be gleaned in the table, more than half (51.76%) of the HRM graduates are male and majority (85.54%) of the TM graduates are female. This indicates that tourism sector is dominated by female while hospitality works is appealing to both male and female.

In most regions of the world, women make up the majority of the tourism workforce. Women tend to be concentrated in the lowest paid and lowest status jobs in tourism. Women perform a large amount of unpaid work in family tourism businesses. (UNWTO Report ,2017)

Women working in the hospitality sector - such as in hotels, restaurants, bars, casinos and tourism – often face risks of violence and harassment. As with other workers in predominantly non-standard forms of employment, where risk factors for violence and harassment are present, many do not make complaints for fear of losing their jobs. Factors such as wage-based tipping, alcohol consumption and the notion that the “customer is always right” contribute to a heightened risk of sexual harassment by third parties (Nordic Hotel, Restaurant, Catering and Tourism Union, 2015). In addition, long working hours, often during the night, make travel to and from work dangerous.

1.2 Reasons for Taking the Course

Various reasons of the graduates for taking HRM and TM Programs are explicitly shown in Table 2. As exposed, 92.98% of the HRM graduates believed that their Program provides opportunity for employment abroad, 78.82% believed that it has a prospect of attractive compensation while 124% believed that it has a prospect for immediate employment. For TM



graduates, 90.36% said that they enrolled the Program because of status and prestige of the profession, 80.72% said that it provides opportunity for employment abroad, and 61.45% said that it has prospect for attractive compensation.

Other minor reasons revealed are opportunities for employment abroad, high grades in the subject related to the course, influence of parents or relatives, and being inspired by a role model. These are also considered as strong considerations for the taking the course regardless of civil status, and gender. In short, the graduates are very optimistic to land on a prestigious job once they graduate either locally or internationally.

Academic programs and personal choice are the leading reasons for choosing a college, per results from a new report from Sallie Mae Bank and Ipsos Public Affairs. Based on telephone interviews with roughly 800 current college students and 800 parents of college students, the study found that personal choice is the single largest factor for students, while the academic program tops the list for parents. While cost isn't the leading factor, financial concerns play a large role in these decisions. Cost was the single determining factor for 14% of parents and 19% of students, while financial aid was the largest factor for roughly 1 in 10 respondents from each group. Combining those two factors (cost and financial aid) suggests that financial considerations weigh on students' minds more than the academic program.

The study of Roach (2013) employed a survey in examining the important influences that shape a student's selection of a major in the College of Business (COB). In particular, it compared these influences, by major, to assess which items were most (and least) important to the students majoring in accounting, hospitality, tourism, general business, finance, management, marketing, and MIS. The influences, totaling 37, included internal influences (e.g., interest in the field), external influences (e.g., projected salary), and interpersonal influences (influence of significant others). Some of the findings were consistent with those of prior studies. For example, interesting work was highly important for all business majors, and



specific interpersonal influences such as parents, high school teachers, and peers were relatively unimportant.

**Table 2
Profile of the Graduates**

Profile of Graduates	HRM		TM	
	f	%	f	%
Civil Status:				
Single	160	94.12	76	91.57
Married	8	4.71	6	7.23
Single Parent/Separated	2	1.18	1	1.20
Total	170	100.00	83	100.00
Gender:				
Female	82	48.24	71	85.54
Male	88	51.76	12	14.46
Total	170	100.00	83	100.00
Reasons for Taking the Course: (Multiple Responses)				
High grades in the subject related to the course	2	1.17	3	3.61
Influence of parents or relatives	38	22.35	11	13.25
Peer Influence	46	27.06	21	25.30
Inspired by a role model	1	0.59	5	6.02
Strong passion for the profession	34	9.64	8	9.64
Prospect for immediate employment	124	72.94	20	24.09
Status or prestige of the profession	13	7.65	75	90.36
Availability of course offering	27	15.88	17	20.48
Prospect of career advancement	87	51.18	9	10.84
Affordable for the family	10	5.88	4	4.82
Prospect of attractive compensation	134	78.82	51	61.45
Opportunity for employment abroad	158	92.94	67	80.72



2. Relevance of the Curriculum as Assessed by the Graduates and the Employers

2.1 Attainment of School's Vision, Mission and Goals (VMG)

Depicted in Table 3 is the assessment of graduates and the employers in terms of the attainment of the School's vision, mission, and goals.

It shows that HRM graduates assessed that there are evidences that they highly attained being service-oriented and that they are equipped with equipped with knowledge and understanding about their profession. Overall, the HRM graduates believed that the school's VMG are "Attained" with a weighted mean of 3.10. On the other hand, their employers assessed that the school's VMG is only "Attained" with a weighted mean of 2.68 and sharing the same observation that the HRM graduates are equipped with knowledge and understanding about their profession.

The TM graduates assessed that there are evidences that they highly attained being service-oriented, that they are equipped with Christian values and are being Christ-centered, that they are equipped with knowledge and understanding about their profession, and that they are graduates from a Catholic institution. The overall weighted mean assessment of graduates is 3.14 which means that the school's VMG is "Attained". However, the employers of TM graduates believed that the following are only somewhat attained: TM graduates are equipped with world-class skills and competence, they have developed their maximum potentials and capabilities and they are responsive to local and global business environment. Their overall rating is 2.60 in which they view that school's VMG are "Attained".

The mission and vision statements are very important and they can best be described as a compass and destination of the organization respectively. Therefore, every organization should develop clear vision and mission statements, as not doing so would be like going on a journey without knowing the direction you are to follow or the destination.

Vision and mission statements provide the school with an essential overview of where they want to go and what they want to be. Such statements are elements of the school improvement plans or business plans. But merely drafting statements is not enough. To realize the school's vision



and mission, everyone must model the school's beliefs, values, and collective commitments while demonstrating enthusiasm for what will come next. Perhaps most important, the vision and mission establish clear expectations and standards for all stakeholders.

The findings reveal that students are aware and internalize the VMG of the school as reflected on its attainment.

Table 3

Attainment of School’s Vision, Mission and Goals (VMG)

Attainment of the School’s Vision, Mission and Goal Statement	HRM				TM			
	Graduates (n = 170)		Employers (n = 108)		Graduates (n = 83)		Employers (n = 65)	
	WX	DR	WX	DR	WX	DR	WX	DR
Evidence that graduates are from a Catholic institution.	3.15	A	2.85	A	3.30	HA	2.62	A
Evidence of holistic formation among graduates.	2.85	A	2.55	A	3.15	A	2.54	A
Evidence of being service-oriented among graduates.	3.32	HA	2.97	A	3.57	HA	2.85	A
Evidence that graduates are equipped with Christian values and are Christ-centered.	3.11	A	2.70	A	3.25	HA	2.88	A
Evidence that graduates are equipped with knowledge and understanding about their profession.	3.27	HA	3.05	A	3.41	HA	2.96	A
Evidence that graduates are equipped with world-class skills and competence.	3.09	A	2.37	SA	2.88	A	2.35	SA
Evidence that graduates have developed their maximum potentials and capabilities.	2.97	A	2.28	SA	2.83	A	2.23	SA
Evidence that graduates are responsive to local and global business environment.	3.08	A	2.63	A	2.71	A	2.34	SA
Overall	3.10	A	2.68	A	3.14	A	2.60	A

Legend: 3.25 – 4.00 *Highly Attained/ Highly Demonstrate (HA)*
 2.50 – 3.24 *Attained/Demonstrate (A)*
 1.75 – 2.49 *Somewhat Attained/ Somewhat Demonstrate (SA)*
 1.00 – 1.74 *Not Attained/Do not Demonstrate (NA)*



2.2 Attainment of Program Educational Outcomes/Objectives (PEO's)

2.2.1 HRM Program

Table 4 reveals the attainment of the HRM Program Educational Outcomes as assessed by the graduates and their employers. The HRM graduates perceived that the following PEO's are "Highly Attained": perform and maintain various housekeeping services for guest and facility operation, live the "St. Columban Spirit" – "We are Christ's not our own.", produce food products and services complying with industry standards, apply management skills in F&B service and operations, perform and provide full guest cycle services for front office, and demonstrate knowledge of the hospitality and tourism industry, local tourism products and services. They assessed that expressing oneself clearly and communicate effectively orally and in writing using both English and Filipino and/or in foreign language required by the industry, and preparing and monitoring industry-specific financial transactions and reports are "Somewhat Attained". The overall weighted mean is 3.04 which interpreted as PEO's of HRM are "Attained".

For employers, the following PEO's of HRM are "Somewhat Attained": expressing oneself clearly and communicate effectively orally and in writing using both English and Filipino and/or in foreign language required by the industry, demonstrate administrative and managerial skills in service-oriented business organization, and preparing and monitoring industry-specific financial transactions and reports. Their overall rating is only 2.66 which has descriptive rating of "Attained".

Quality assurance and improvement process is about determining whether the set educational objectives meet a general standard of quality. Emphasis of outcome based education (OBE) system is on quantifying what the students are capable of doing and learning outcomes of the students is one of the key components. Program Educational Outcomes are the statements indicating knowledge and skills the student is expected to acquire at the end of a program. Program outcomes represent the knowledge, skills and attitudes the students should have at the end of program. Program outcomes can be directly measured through course outcomes. The outcome-



based education model is based on defining various parameters called as Graduates Attributes.

The PEO’s are specific rather than narrower statements that describe what students are expected to know and be able to do upon the graduation. These relate to the skills, knowledge, and behavior that students acquire in their matriculation through the program. The PEO’s can be attained through the attainment of Course Intended Learning Outcomes (CILO) of the courses pertaining to that program.

OBE transforms education into personalized learning and enables education institutions to design instruction models tailored to the learning preferences of students. OBE is growing at astonishing rates all over the world. Every institution has a unique OBE framework to develop competent students to take on a professional career after graduation. All too often, this knowledge is not efficiently captured and used in higher education institutions.

Table 4

Attainment of HRM Program Educational Outcomes/Objectives

Attainment of PEO’s of the HRM Program	HRM			
	Graduates (n = 170)		Employers (n= 108)	
	WX	DR	WX	DR
1. Articulate and discuss the latest developments in the hospitality and tourism sectors.	3.12	A	3.10	A
2. Express oneself clearly and communicate effectively orally and in writing using both English and Filipino and/or in foreign language required by the industry.	2.35	SA	2.08	SA
3. Work effectively and independently in multi-disciplinary and multicultural teams and/or with other stakeholders and manage conflict in the workplace.	3.16	A	3.07	A
4. Act in recognition of professional, social and ethical responsibility and demonstrate high personal, moral and ethical standards, corporate citizenship, and social responsibility	3.11	A	2.85	A
5. Preserve and promote “Filipino historical and cultural heritage.	3.07	A	3.11	A



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6. Perform the basic functions of management—planning, organizing, staffing, directing and controlling.	2.98	A	2.57	A
7. Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, production, operation/logistics, human resources development, business management and leadership, information technology, and strategic management) and employ these concepts in various business situations.	3.18	A	2.71	A
8. Select the proper decision-making tools to critically, analytically and creatively solve problems and drive results.	2.99	A	2.67	A
9. Apply information and communication technology (ICT) skills as required by the business environment.	3.12	A	2.55	A
10. Plan and implement business related activities.	3.16	A	2.75	A
11. Demonstrate knowledge of the hospitality and tourism industry, local tourism products and services.	3.27	HA	3.03	A
12. Interpret and apply relevant laws related to tourism industry.	2.87	A	2.73	A
13. Utilize IT application for tourism and hospitality.	2.99	A	2.46	A
14. Manage and market a service-oriented business organization.	2.67	A	2.35	A
15. Demonstrate administrative and managerial skills in service-oriented business organization.	2.97	A	2.13	SA
16. Prepare and monitor industry-specific financial transactions and reports.	2.33	SA	2.12	SA
17. Perform human capital development functions of a hospitality/tourism-oriented organization.	2.65	A	2.56	A
18. Utilize various communication channels proficiently in dealing with guests and colleagues.	3.08	A	2.57	A
19. Produce food products and services complying with industry standards.	3.35	HA	2.88	A
20. Apply management skills in F&B service and operations.	3.31	HA	2.69	A
21. Perform and provide full guest cycle services for front office.	3.28	HA	2.38	A
22. Perform and maintain various housekeeping services for guest and facility operation.	3.47	HA	2.94	A
23. Plan and implement a risk management program to provide a safe and secure workplace.	3.05	A	2.88	A
24. Provide food and beverage service and manage the operation seamlessly based on the industry standards.	3.27	HA	2.75	A
25. Participate in various types of employment, development activities and public discourses	2.86	A	2.62	A



particularly in response to the needs of the communities one serves.				
26. Demonstrate competence, Christian character and service orientation in one’s profession.	3.12	A	2.63	A
27. Live the “St. Columban Spirit” – “We are Christ’s not our own.”	3.35	HA	2.67	A
Overall	3.04	A	2.66	A

2.2.2 TM Program

Table 5 reveals the attainment of the TM Program Educational Outcomes as assessed by the graduates and their employers. The TM graduates perceived that the following PEO’s are “Highly Attained”: living the “St. Columban Spirit” – “We are Christ’s not our own.”, demonstrating competence, Christian character and service orientation in one’s profession, utilizing various communication channels proficiently in dealing with guests and colleagues, demonstrating knowledge of the hospitality and tourism industry, local tourism products and services, and preserving and promoting “Filipino historical and cultural heritage. They assessed that expressing oneself clearly and communicate effectively orally and in writing using both English and Filipino and/or in foreign language required by the industry, and preparing and monitoring industry-specific financial transactions and reports are “Somewhat Attained”. The overall weighted mean is 2.99 which interpreted as PEO’s of TM are “Attained”.

For employers, the following PEO’s of TM are “Somewhat Attained”: expressing oneself clearly and communicate effectively orally and in writing using both English and Filipino and/or in foreign language required by the industry, demonstrate administrative and managerial skills in service-oriented business organization, selecting the proper decision-making tools to critically, analytically and creatively solve problems and drive results, performing the basic functions of management—planning, organizing, staffing, directing and controlling, preparing and monitoring industry-specific financial transactions and reports, and utilizing IT application for tourism and hospitality. Their overall rating is only 2.51 which has descriptive rating of “Attained”.



OBE is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted.

A good, high-quality education is to do with outcomes. An outcome is a culminating demonstration of learning. It occurs after the completion of the academic program. It is a result of learning, which is a visible and observable demonstration of three main things—knowledge, combined with competence, combined with orientations. It is these three factors that determine the quality in higher education.

A learning outcome is what a student can do as a result of a learning experience. It describes the attributes of their ideal graduates based on their visions, missions, institutional goals or outcomes. And using these as bases for developing specific program outcomes. The three broad types of learning outcomes are disciplinary knowledge and skills, generic skills and, attitudes and values.

Table 5

Attainment of TM Program Educational Outcomes/Objectives

Attainment of PEO's of the TM Program	TM			
	Graduates (n = 183)		Employers (n = 65)	
	WX	DR	WX	DR
1. Articulate and discuss the latest developments in the hospitality and tourism sectors.	2.99	A	2.62	A
2. Express oneself clearly and communicate effectively orally and in writing using both English and Filipino and/or in foreign language required by the industry.	2.18	SA	2.01	SA
3. Work effectively and independently in multi-	3.12	A	2.67	A



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disciplinary and multicultural teams and/or with other stakeholders and manage conflict in the workplace.				
4. Act in recognition of professional, social and ethical responsibility and demonstrate high personal, moral and ethical standards, corporate citizenship, and social responsibility	3.11	A	2.97	A
5. Preserve and promote “Filipino historical and cultural heritage.	3.32	HA	2.84	A
6. Perform the basic functions of management— planning, organizing, staffing, directing and controlling.	2.69	A	2.20	SA
7. Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, production, operation/logistics, human resources development, business management and leadership, information technology, and strategic management) and employ these concepts in various business situations.	2.97	A	2.37	A
8. Select the proper decision-making tools to critically, analytically and creatively solve problems and drive results.	3.03	A	2.17	SA
9. Apply information and communication technology (ICT) skills as required by the business environment.	3.11	A	2.34	A
10. Plan and implement business related activities.	2.78	A	2.44	A
11. Demonstrate knowledge of the hospitality and tourism industry, local tourism products and services.	3.36	HA	2.69	A
12. Interpret and apply relevant laws related to tourism industry.	3.08	A	2.66	A
13. Utilize IT application for tourism and hospitality.	2.96	A	2.21	SA
14. Manage and market a service-oriented business organization.	2.99	A	2.59	A
15. Demonstrate administrative and managerial skills in service-oriented business organization.	2.62	A	2.17	SA
16. Prepare and monitor industry-specific financial transactions and reports.	2.75	A	2.07	SA
17. Perform human capital development functions of a hospitality/tourism-oriented organization.	2.69	A	2.45	A
18. Utilize various communication channels proficiently in dealing with guests and colleagues.	3.42	HA	2.73	A
19. Plan, implement and monitor tour and sales activities.	2.91	A	2.57	A



20. Research, plan and conduct various tour guiding services.	2.57	A	2.38	A
21. Develop appropriate marketing programs and arrange the required travel services.	3.11	A	2.72	A
22. Plan, organize, implement, and evaluate MICE activities.	2.96	A	2.49	A
23. Plan, develop and evaluate tourism sites and attractions.	2.98	A	2.57	A
24. Participate in various types of employment, development activities and public discourses particularly in response to the needs of the communities one serves.	2.71	A	2.49	A
25. Demonstrate competence, Christian character and service orientation in one’s profession.	3.44	HA	2.75	A
26. Live the “St. Columban Spirit” – “We are Christ’s not our own.”	3.48	HA	2.88	A
Overall	2.99	A	2.51	A

2.3 Demonstration CCI Graduate Attributes

Graduate attributes are often known as key skills, generic attributes, transferable, employability and/or soft skills.

2.3.1 Christian Character

HRM graduates assessed that they highly demonstrate compassion, care for life and the environment, and respect for diversity. The overall weighted mean is 3.35 with descriptive rating of “Highly Attained”. The employers of HRM graduates gave an overall rating of 2.73 with a descriptive rating of “Attained”.

TM graduates assessed that they highly demonstrate compassion, care for life and the environment, respect for diversity, nationalism and integrity. The overall weighted mean is 3.41 with descriptive rating of “Highly Attained”. The employers of TM graduates perceived that the graduates highly demonstrate nationalism, and that they gave an overall rating of 2.86 with a descriptive rating of “Attained”.



Christian character is not to be confused with mere morality. Christian character is made possible only through faith in Christ. The Spirit of God is responsible for creating and growing Christian character. Christians are called to work with and not against the Spirit in this endeavor. God uses circumstances to refine Christian character. Many aspects of Christian character — such as love of God and godly liberty, self-restraint, and forbearance, toughness of mind, industriousness, charity, and generosity are important to be developed among all people.

Holistic Catholic Education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace. It aims to call forth from people an intrinsic reverence for life and a passionate love of learning. This is done, not through an academic "curriculum" that condenses the world into instructional packages, but through direct engagement with the environment. Miller (1988) asserts that holistic catholic education nurtures a sense of wonder and helps the person feel part of the wholeness of the universe.

Catholic schools are avenues of character moulding and formation of persons who later become protagonists in the society. In secondary schools, students are helped to develop a sense of ethical and moral judgment. By implications, schools should aim at enabling learners to become critical and creative thinkers when faced with technological, social and economic challenges.

2.3.2 Competence

HRM graduates assessed that they highly demonstrate the TEAM-spirit. The overall weighted mean is 3.05 with descriptive rating of "Attained". However, the employers of HRM graduates assessed that HRM graduates less demonstrate creativity, innovativeness and entrepreneurship, analytical and critical thinking, and global competitiveness. They gave an overall rating of 2.45 with a descriptive rating of "Somewhat Attained".

TM graduates assessed that they highly demonstrate the TEAM-spirit.. The overall weighted mean is 3.07 with descriptive rating of "Highly



Attained”. However, the employers of TM graduates assessed that TM graduates less demonstrate creativity, innovativeness and entrepreneurship, analytical and critical thinking, and global competitiveness. highly demonstrate nationalism. Their overall rating of 2.39 has a descriptive rating of “Attained”.

Policy makers in the Philippines are focusing on the gaps between the knowledge and skills provided by higher educational institutions and the job opportunities available in the labor market. Graduates are often faced with challenges in looking for jobs right after graduation, thus, schools play a crucial role in ensuring that students are equipped with knowledge and competency skills.

In the study of Raquel, et.al. (2019), five components of employability skills were identified: (1) problem-solving and analytic; (2) learning; (3) personal organization and time management; (4) creativity, innovation, and change; and (5) personal strengths. Overall, students assessed that these skills are very important in employment. However, they reported lower competency levels on these skills particularly on solving problems, identifying essential components of the problem, sorting out the relevant data to solve the problem, and contributing to group problem solving.

2.3.3 Service

HRM graduates assessed that they highly demonstrate the St. Columban Spirit, servant leadership and humanitarianism. The overall weighted mean is 3.39 with descriptive rating of “Highly Attained”. The employers of HRM graduates gave an overall rating of 2.85 with a descriptive rating of “Attained”.

Same with HRM graduates, the TM graduates assessed that they highly demonstrate the St. Columban Spirit, servant leadership and humanitarianism. The overall weighted mean is 3.52 with descriptive rating of “Highly Attained”. Also, the employers of TM graduates has an overall rating of 2.82 with a descriptive rating of “Attained”.

Graduates’ employment outcomes remain a critical factor for all stakeholders in the sector. Positive graduate outcomes enhance students’



aspirations for a university, accountability to the government for funding, and as a proxy for university quality and curriculum relevance. However, with high unemployment rate, graduates feel unprepared for the world of work, while employers perceive graduates as lacking core employability soft-skills. Academics on their part struggle to integrate employability skills in the curriculum. Furthermore, globalization, diversity in society and workplace, call for graduates with social and humane values. Informed by the findings, we argue that service as a core value has the potential to enhance graduate employability skills while fostering human capabilities.

Table 6

Demonstration of CCI Graduate Attributes

Demonstration of the Attributes of CCI Graduates	HRM				TM			
	Graduates (n = 170)		Employers (n = 108)		Graduates (n = 83)		Employers (n = 65)	
	WX	DR	WX	DR	WX	DR	WX	DR
Christian Character								
<i>Compassion</i> - Shows love for God and others; performs corporal work of mercy; and practices social responsibility.	3.26	HA	2.68	A	3.31	HA	2.71	A
<i>Care for Life and the Environment</i> - Cares for life and all of God's creations; and promotes the preservation, conservation and sustainable use of the physical and natural environment.	3.37	HA	2.73	A	3.29	HA	2.88	A
<i>Nationalism</i> – Demonstrates a deep sense of nationalism and patriotism through words and deeds.	3.17	A	2.65	A	3.69	HA	3.27	HA
<i>Integrity</i> – Manifests professionalism, self-respect, goodwill, credibility, transparency, honesty, sincerity, and trustworthiness in dealing with others; and lives his/her life morally upright.	3.28	A	2.93	A	3.33	HA	2.67	A



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Respect for Diversity – Respects the rights and dignity of other people regardless of age, gender, religion, ethnicity, and socio-cultural background; and promotes justice and peace.	3.67	HA	2.64	A	3.42	HA	2.75	A
Overall	3.35	HA	2.73	A	3.41	HA	2.86	A
Competence								
Creativity, Innovativeness and Entrepreneurship - Develops and translates new ideas into constructive and productive use for possible business opportunities.	2.97	A	2.29	SA	2.89	A	2.22	SA
Analytical and Critical Thinking - Evaluates and solves problems; makes intelligent decisions; and conducts research.	2.77	A	2.19	SA	3.03	A	2.20	SA
Lifelong Learning - Shows mastery and in-depth understanding of his/her specialization and its applications; and commits for continuous self-improvement.	2.96	A	2.68	A	2.99	A	2.57	A
Global Competitiveness - Communicates clearly both in oral and in written forms and applies theories, techniques and procedures learned with the use of modern tools and technologies in a global setting	2.88	A	2.08	SA	3.07	A	2.11	SA
T.E.A.M. (Together Everyone Achieves More) Spirit - Demonstrates the ability to work cooperatively in a team, to collaborate with others, and to build linkages and partnerships.	3.65	HA	2.99	A	3.38	HA	2.85	A
Overall	3.05	A	2.45	SA	3.07	A	2.39	A
Service								
St. Columban Spirit - Demonstrates the St. Columban spirit of being a community and	3.58	HA	3.12	A	3.75	HA	2.99	A



service-oriented individual and by living the philosophy: “We are Christ’s and not our own”; practices his/her faith and shares it with others; and possesses moral and spiritual foundation.								
<i>Servant Leadership</i> - Acts as a leader or steward of God’s creation and His people; extends support for the social amelioration of the underprivileged; and demonstrates leadership qualities, civic-mindedness and responsible citizenship.	3.49	HA	2.75	A	3.58	HA	2.83	A
<i>Commitment to Social Transformation</i> - Promotes social development in order to uphold the common good and to uplift the quality of life of the people in the community.	3.11	A	2.68	A	3.18	A	2.72	A
<i>Humanitarianism</i> - Extends charity, kindness, volunteerism, altruism, help and support to others and shares his/her resources and talents whenever and wherever needed.	3.38	HA	2.86	A	3.58	HA	2.73	A
Overall	3.39	HA	2.85	A	3.52	HA	2.82	A

2.4 Acquisition of 21st Century Employability Skills and Competencies

To participate effectively in the increasingly complex societies and globalized economy that characterize today’s world, students need to think critically, communicate effectively, collaborate with diverse peers, solve complex problems, adopt a global mindset, and engage with information and communications technologies, to name but just a few requirements.

21st century skills, using a definition derived from Binkley et. al. and Scoular and Care: “21st century skills are tools that can be universally applied to enhance ways of thinking, learning, working and living in the



world. The skills include critical thinking/reasoning, creativity/creative thinking, problem solving, metacognition, collaboration, communication and global citizenship. 21st century skills also include literacies such as reading literacy, writing literacy, numeracy, information literacy, ICT [information and communications technologies] digital literacy, communication and can be described broadly as learning domains.”

21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies. This is part of a growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing, digital society. Many of these skills are also associated with deeper learning, which is based on mastering skills such as analytic reasoning, complex problem solving, and teamwork. These skills differ from traditional academic skills in that they are not primarily content knowledge-based.

2.4.1 Learning Skills

Table 7 shows that the HRM graduates believed that they highly acquired collaborating skills and only acquired critical, analytical and system thinking skills, creative thinking skills, communicating skills and resource management skills. Their overall assessment is 2.91 with a descriptive rating of “Acquired”. Their employers assessed that the HRM graduates somewhat acquired communicating skills and that their overall rating is 2.46 with a descriptive rating of “Acquired”.

Similarly, the TM graduates believed that they highly acquired collaborating skills. Their overall assessment is 2.86 with a descriptive rating of “Acquired”. Their employers assessed that the TM graduates somewhat acquired communicating skills and that their overall rating is 2.60 with a descriptive rating of “Acquired”.

Given that there is no clear consensus on what knowledge and skills students need to have to functional in the 21st century, the concepts tend have many misinterpretations, depending upon the position of acquisition



and accountability. On the one hand the curriculum sets expectations for solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built as well as problem solving, creativity, analytic thinking, collaboration, communication. Whilst assessment of student progress will be rigorous and comprehensive. It needs to reflect the curriculum, and draw on a combination of the professional judgement of teachers and testing, including national testing.

Learning about different perspectives also stimulates creativity and innovation by offering new ways of thinking, which can enhance group problem-solving. The ability and willingness to learn from others who have different viewpoints can also be beneficial for communicating complex ideas and resolving conflicts. Supporting this, studies show that children with diverse friends are more likely to be prosocial and have higher levels of social satisfaction and leadership potential than those without.

Having early positive experiences with diverse types of people can influence how children develop perceptions of others in the future. As students develop skills such as critical thinking and perspective taking, they will be more flexible and adaptable in our constantly changing workforce, increase their ability to work cross-culturally, and be able to take on positions of leadership.

”Learning and innovation skills are being highly regarded as those skills that separate people who are ready for the emerging complex life and work in the technology-advancing 21st century environment, and those who are not”. Learning occurs when there is relatively permanent change in behaviour in an individual. Fundamentally, as a social activity, it takes place everywhere – in schools, workplaces or any place in the world’s environment. Innovation is conversion of generated ideas into useful products.

2.4.2 Literacy Skills

Table 7 shows that the HRM graduates believed that they acquired literacy skills as to information, media and technology skills. Their overall assessment is 3.11 with a descriptive rating of “Acquired”. Their employers have an overall rating is 2.49 with a descriptive rating of “Acquired”.



Similarly, the TM graduates believed that they acquired the said literacy skills. Their overall assessment is 3.08 with a descriptive rating of “Acquired”. Their employers assessed that the TM graduates acquired literacy skills with an overall rating of 2.77 with a descriptive rating of “Acquired”.

The Queensland Curriculum and Assessment Authority (2015) defined 21st-century skills as high priority skills and attributes believed to be the most significant to help students and learners live and work successfully in the 21st century. Furthermore, Johnson (2009) stressed that 21st-century skills are not only more than technological literacy but also include critical thinking, problem solving, communication, and teamwork that are necessary to succeed in work and life.

Teachers may be more intentional about teaching cross-disciplinary skills in subject-area courses. For example, in a science course students might be required to learn research methods that can also be applied in other disciplines; articulate technical scientific concepts in verbal, written, and graphic forms; present lab results to a panel of working scientists; or use sophisticated technologies, software programs, and multimedia applications as an extension of an assigned project.

Literacy skills are a crucial capital for someone to develop himself, to live satisfactorily, and to participate actively in society (Gavin, 2016). In addition, literacy skills can improve academic performance of students (Afangideh, 2012). Thus, education needs to create and develop literacy skills of students so that they can achieve success both in their learning and everyday life.

2.4.3 Life Skills

It also reflects that the HRM graduates believed that they highly acquired life skills such as flexibility and human relation or social skills. Their overall assessment is 3.06 with a descriptive rating of “Acquired”. Their employers have an overall rating is 2.52 with a descriptive rating of “Acquired”.

On the other hand, the TM graduates believed that they highly acquired life skills such as flexibility, initiative and self-management skills,



and human relations or social skills. Their overall assessment is 3.04 with a descriptive rating of “Acquired”. Their employers assessed that the TM graduates acquired life skills with an overall rating of 2.77 with a descriptive rating of “Acquired”.

Broadly speaking, the term ‘life skills’ is usually used for any of the skills needed to deal well and effectively with the challenges of life. It should therefore be clear that everyone will potentially have a different list of the skills they consider most essential in life, and those that they consider unnecessary.

The 21st century skills which are categorized into learning, literacy, and life skills are critically important in today’s world. The relevance of learning these sets of abilities and skills are what students need to develop in order to succeed in this information-based economy. The students also need to have these skills to think deeply about issues, to solve problems creatively, to work in teams, to communicate thoughts and ideas clearly, to learn ever-changing technologies, and to deal with a bulk of information. Arming these young people with these skills makes them face the rapid changes and challenges in the academe and the society.

2.4.4 Personal Success Skills

It is also noted that the HRM graduates believed that they highly acquired personal success skills such as values/ethical skills, positive attitude, and good work habits. Their overall assessment is 3.36 with a descriptive rating of “Highly Acquired”. Their employers have an overall rating is 2.75 with a descriptive rating of “Acquired”.

Moreover, the TM graduates believed that they highly acquired the same personal success skills. Their overall assessment is 3.38 with a descriptive rating of “Highly Acquired”. Their employers assessed that the TM graduates acquired personal success skills with an overall rating of 2.86 with a descriptive rating of “Acquired”.



Table 7

Acquisition of 21st Century Employability Skills and Competencies

Competencies/ Skills Learned	HRM				TM			
	Graduates (n = 170)		Employers (n = 108)		Graduates (n = 83)		Employers (n = 65)	
<i>Learning Skills</i>	WX	DR	WX	DR	WX	DR	WX	DR
Critical, Analytical and System Thinking Skills	2.74	Ac	2.52	Ac	2.98	Ac	2.65	Ac
Creative Thinking Skills	2.87	Ac	2.43	Ac	2.77	Ac	2.78	Ac
Collaborating Skills	3.27	HAc	2.68	Ac	3.32	HAc	2.77	Ac
Communicating Skills	2.54	Ac	2.03	SAc	2.39	Ac	2.10	SAc
Resource Management Skills	3.12	Ac	2.65	Ac	2.85	Ac	2.72	Ac
Overall	2.91	Ac	2.46	Ac	2.86	Ac	2.60	Ac
<i>Literacy Skills</i>	WX	DR	WX	DR	WX	DR	WX	DR
Information Literacy	3.11	Ac	2.53	Ac	3.08	Ac	2.69	Ac
Media Literacy	3.02	Ac	2.49	Ac	3.16	Ac	2.88	Ac
Technology Literacy	3.21	Ac	2.45	Ac	3.00	Ac	2.74	Ac
Overall	3.11	Ac	2.49	Ac	3.08	Ac	2.77	Ac
<i>Life Skills</i>	WX	DR	WX	DR	WX	DR	WX	DR
Flexibility	3.32	HAc	2.56	Ac	3.27	HAc	2.69	Ac
Initiative/ Self-Management Skills	3.10	Ac	2.37	Ac	3.29	HAc	2.85	Ac
Social Skills/Human Relations	3.35	HAc	2.73	Ac	3.32	HAc	2.81	Ac
Productivity/Entrepreneurial Skills	2.69	Ac	2.38	Ac	2.71	Ac	2.72	Ac
Leadership Skills	2.95	Ac	2.44	Ac	2.88	Ac	2.77	Ac
Problem-Solving and Decision-Making Skills	2.94	Ac	2.61	Ac	2.79	Ac	2.75	Ac
Overall	3.06	Ac	2.52	Ac	3.04	Ac	2.77	Ac
<i>Personal Success Skills</i>	WX	DR	WX	DR	WX	DR	WX	DR
Values/Ethical Skills	3.31	HAc	2.88	Ac	3.42	HAc	2.99	Ac
Positive Attitude	3.46	HAc	2.75	Ac	3.38	HAc	2.85	Ac
Good Work Habits	3.30	HAc	2.63	Ac	3.33	HAc	2.73	Ac
Overall	3.36	HAc	2.75	Ac	3.38	HAc	2.86	Ac

Legend: 3.25 – 4.00 *Highly Acquired/ Highly Demonstrate (HAc)*
 2.50 – 3.24 *Acquired/Demonstrate (Ac)*
 1.75 – 2.49 *Somewhat Acquired/ Somewhat Demonstrate (SAc)*
 1.00 – 1.74 *Not Acquired/ Do not Demonstrate (NAc)*



Generally speaking, the 21st century skills concept is motivated by the belief that teaching students the most relevant, useful, in-demand, and universally applicable skills should be prioritized in today's schools, and by the related belief that many schools may not sufficiently prioritize such skills or effectively teach them to students.

Personal skills are the essential life skills we need to help maintain a healthy body and mind. These skills include many of those on the World Health Organization's list, such as resilience, self-control and self-awareness. They include skills such as how we recognize, manage and cope with emotions.

Company leaders seek employees with personal success skills because they are better able to effect positive outcomes for their companies. These individuals are typically more reliable, meet deadlines, and complete tasks. In addition, these subjects are motivated and passionate about their work, which contributes to their success. Candidates with strong personal success skills are in high demand for a wide variety of jobs. Companies all worked with someone who is excellent at engaging with colleagues and is always dependable. This individual has honed their personal skills. They communicate effectively with others, self-express, and self-manage.

One's personal skills shape not only his professional trajectory, but his private life as well. Overall, employers look for job candidates with strong personal skills because they positively contribute to the office culture, and are reliable in a variety of ways.

Experts say, and a 2007 NACE survey confirms, that the most important skill employers seek in job candidates is the ability to communicate effectively. Employers also look for a strong work ethics, teamwork, initiative, interpersonal skills, and problem-solving and analytical abilities. These are the very kinds of abilities honed by coursework in the HRM and TM programs.

Surveys by the National Association of Colleges and Employers (NACE) show that most hiring managers care more about a job candidate's skills than they do about a college major, and the skills employers say they



want most in a candidate, such as communication and critical thinking, are precisely those for which students are known.

This does not mean the job search would not take effort. As most jobseekers can attest, having a college degree does not guarantee instant success in getting a job, and HRM and TM graduates may need to be especially persistent.

Moreover, results of interviews from prospective employers mentioned that leadership-oriented graduates with strong work ethic and moral compass; creative problem-solver who excels at conflict resolution, as well as creating positive solutions, identifying efficient methods to correct situations, and following through to implementation; exceptional interpersonal communicator who collaborates effectively with individuals at all levels, functions as a liaison among groups, builds and leads teams without being overbearing, and fosters cooperation among diverse individuals and organizations; disciplined and highly organized self-starter who coordinates, manages, and juggles multiple committees, and numerous daily meetings; motivated, mature achiever who takes the initiative and attacks issues with originality; committed competitor who has demonstrated drive toward excellence through achievement; and computer-proficient performer with skills covering operating systems as well as software applications and programming languages were also highly considered skills in the job market place.

3. Effectiveness of Instruction As Perceived by Graduates

3.1 Delivery of Instruction.

The graduates of the HRM Program believed that delivery of instruction is very effective in ensuring acquisition of knowledge/ concepts, skills and values needed in future employment, that learning is measured and assessed using variety of ways – including authentic, outcomes-based and performance-based, that instruction integrates national and international issues and challenges in relation to the field of specialization, that job readiness is the focus of the curriculum and instruction, that instruction



integrates national and international issues and challenges in relation to the field of specialization, that curriculum and instruction is competency-based and outcomes-based where competencies being developed match the international competency standards need by the industry, and that instruction is supported by co-curricular activities to enhance learning and interest to the Program. Their overall weighted mean assessment is 3.36 with a descriptive rating of “Very Effective.”

The TM graduates assessed the delivery of instruction as very effective such that instruction ensures acquisition of knowledge/ concepts, skills and values needed in future employment, that learning is measured and assessed using variety of ways – including authentic, outcomes-based and performance-based, that instruction integrates national and international issues and challenges in relation to the field of specialization, that job readiness is the focus of the curriculum and instruction, that instruction integrates national and international issues and challenges in relation to the field of specialization, that curriculum and instruction is competency-based and outcomes-based where competencies being developed match the international competency standards need by the industry, and that instruction is supported by co-curricular activities to enhance learning and interest to the Program. Their overall weighted mean assessment is 3.42 with a descriptive rating of “Very Effective.”

It is the desire of any good teacher to achieve his instructional objectives through effective teaching strategies. Effective teaching, however, can only be achieved when a teacher is able to integrate appropriate instructional materials into his teaching strategies.

Engaged students are curious about and invested in their learning. They make choices about what and how they learn and can explain the relevance and importance of their work. Genuine engagement leads to deeper learning and improved outcomes. The learning outcomes are shared and internalized by teachers and students. These outcomes anchor and guide the choices of instructional activities, materials, practice assignments, and



assessment tasks. Outcomes are understood and used by students to set goals, guide learning, and prompt self-reflection.

Table 8
Assessment on the Delivery of Instruction

Delivery of Instruction	HRM (n = 170)		TM (n = 83)	
	WX	DR	WX	DR
1. Curriculum and instruction is competency-based and outcomes-based where competencies being developed match the international competency standards need by the industry.	3.35	HE	3.32	HE
2. Job readiness is the focus of the curriculum and instruction.	3.47	HE	3.55	HE
3. Delivery of instruction is industry-driven and performance-based.	3.42	HE	3.47	HE
4. Instruction ensures acquisition of knowledge/ concepts, skills and values needed in future employment.	3.64	HE	3.71	HE
5. Different strategies and methods of lesson delivery is used in instruction.	3.19	E	3.20	E
6. Instruction focuses on learners’ needs and abilities.	3.11	E	3.17	E
7. Individualized and group instruction are utilized to ensure maximum learning.	3.05	E	3.20	E
8. Instruction integrates national and international issues and challenges in relation to the field of specialization.	3.52	HE	3.43	HE
9. Instruction is supported by co-curricular activities to enhance learning and interest to the Program.	3.32	HE	3.44	HE
10. Learning is measured and assessed using variety of ways – including authentic, outcomes-based and performance-based.	3.55	HE	3.68	HE
Overall	3.36	HE	3.42	HE

Legend:

3.25 – 4.00	Highly Effective (HE)
2.50 – 3.24	Effective (E)
1.75 – 2.49	Somewhat Effective (SE)
1.00 – 1.74	Not Effective (NE)



Students explore ideas and information in varied ways and access learning through multiple entry points. Teachers select content and materials to engage and meet the needs of all learners. Students are coached and taught to engage in higher order thinking through instructional activities and practice tasks. Curriculum, instruction, and assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or novel situations.

3.2 Pre-service Training and Practicum Experience

Both the HRM and TM graduates assessed that instruction in terms of pre-service training and experience is highly effective. They believed that the following are very effective: pre-service trainings (which includes seminars, workshops, travel, study tour, among others) are provided for the acquisition of knowledge, skills and values needed in future jobs; pre-service trainings are relevant in understanding the various industries; pre-service trainings provide opportunities for growth and development of learners; practicum experiences are relevant to the Programs; practicum experiences are significant to future employment; practicum experiences develop proper work habit and attitude; and practicum hours are enough and pre-service trainings are adequate to gain meaningful work experience.

The overall assessment of the HRM graduates on the effectiveness of instruction in terms of pre-service trainings and practicum experience is 3.63 while that of the TM graduates is 3.66. Both values have descriptive rating of “Highly Effective”.

As part of getting into the competitive status, HRM and TM Programs of Columban College provide in-depth knowledge in managing travel agency, managing the interdependency among the various segments of tourism, travel, transportation, food service, cruise and accommodations. For better acquisition of knowledge regarding these fields, students under this programs are required to undergo different types of practicum for them to



practice professionalism and to obtain more knowledge regarding their future career. Through internships, students will be equipped with experiences that would help them to be more educated and effective professionals in the future.

Table 9

Assessment on the Pre-Service Training and Practicum Experience

Pre-Service Training and Practicum Experience	HRM (n = 170)		TM (n = 83)	
	WX	DR	WX	DR
1. Pre-service trainings (which includes seminars, workshops, travel, study tour, among others) are provided for the acquisition of knowledge, skills and values needed in future jobs.	3.53	HE	3.65	HE
2. Pre-service trainings are relevant in understanding the various industries.	3.42	HE	3.59	HE
3. Pre-service trainings provide opportunities for growth and development of learners.	3.37	HE	3.44	HE
4. Practicum experiences are relevant to the Program.	3.78	HE	3.69	HE
5. Practicum experiences are significant to future employment.	3.71	HE	3.75	HE
6. Practicum experiences develop proper work habit and attitude.	3.68	HE	3.73	HE
7. Practicum hours are enough and pre-service trainings are adequate to gain meaningful work experience.	3.89	HE	3.77	HE
Overall	3.63	HE	3.66	HE

Practicum and pre-service training programs provide students with the opportunity to apply learned ideological frameworks to potential career settings in the real world. Students who choose to participate in experiential learning can broaden their future career opportunities through networking and establishing positive working relationships with their employers. These



relationships cannot be created solely from taking college courses, but they can be constructed by combining the knowledge gained from these courses with practical applications in a real-life setting.

“Hands-on learning” has become an essential approach in making teaching and learning process more effective. As such, most college degrees nowadays provide in their curriculum a practicum subject requiring students to undergo on-the-job training or internship as a prerequisite for graduation. For internship programs help not only the students, but also the schools and business enterprises. With the promise of making their students be more competitive, schools with internship programs invite more enrollees. business enterprises, meanwhile, open their doors to talented students who could be prospective employees. Furthermore, pre-service trainings like seminars, workshops, study tour, among others are also integrated as major activities in the delivery of the HRM and TM curriculum.

3.3 Learning Environment and Facilities

Both the HRM and TM graduates assessed that instruction in terms of learning environment and facilities is highly effective. They rated the following items as highly effective: the campus security is ensured; the learning environment, including the classrooms and computer laboratories are safe and conducive; other facilities for support services such as health, guidance, employment and placement services, canteen, etc. are provided for availment; and other facilities such as halls, gym, AVR, etc. are provided in support to instruction. However, they assessed that library materials and instructional media are adequate and useful to learning is only effective. The overall weighted mean assessment by the HRM graduates is 3.51 and by the TM graduates is 3.62. Both values have descriptive rating of “Highly Effective”.

The learning environment supports all students to take risks, ask questions, and make and learn from mistakes. The physical space, routines



and procedures, and development of positive relationships create a physically, socially, and emotionally safe environment.

Table 10

Assessment on Learning Environment and Facilities

Learning Environment and Facilities	HRM (n = 170)		TM (n = 83)	
	WX	DR	WX	DR
1. The learning environment, including the classrooms and computer laboratories are safe and conducive.	3.69	HE	3.75	HE
2. The campus security is ensured.	3.71	HE	3.82	HE
3. Library materials and instructional media are adequate and useful to learning.	3.12	E	3.15	E
4. Other facilities such as halls, gym, AVR, etc. are provided in support to instruction.	3.49	HE	3.67	HE
5. Other facilities for support services such as health, guidance, employment and placement services, canteen, etc. are provided for availment.	3.53	HE	3.71	HE
Overall	3.51	HE	3.62	HE

A growing body of research has found that school facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs. (Pennstate, n.d.)

School facilities are very important in the teaching-learning process. Its atmosphere greatly affect the students’ learning because it sometimes sets the students’ disposition in learning. The said learning environment, equipment and facilities scaffolds assisting the lessons and activities done by the teachers. Effective school facilities are responsible for the relevance of



the programs that school are offering. Its environment must be comfortable, safe, secure, accessible, well-ventilated and pleasing.

5. Satisfaction Level of Employers on Graduate's Job Performance

Table 11 shows that employers of HRM graduates are very satisfied on the grooming of the graduates as they report to work. However, they are dissatisfied on the attitudes of HRM graduates toward work and the company and towards attendance. The overall satisfaction of employers on the job performance of HRM graduates has a rating of 2.73 with a descriptive rating of "Satisfied".

The findings are similar to the responses of the employers of the TM graduates. They are also dissatisfied on the attitudes of TM graduates toward work and the company and towards attendance but very satisfied on the grooming of the graduates. The overall satisfaction rating is 2.75 with a descriptive rating of "Satisfied".

Employers' feedback on the performance of new college graduates is an important piece of information that schools must consider to determine the relevance and responsiveness of their curriculum, programs, and services.

The effectiveness of an educational program offered by an educational institution can be measured through the competencies of its graduates, the knowledge and skills the graduates acquired and can be applied in the work environment. The knowledge and skills that the graduates possessed can be determined through the feedback from employers of the graduates' performance in the work situation. The outcomes of any educational programs can be best measured in terms of how well the graduates applied their university acquired knowledge and skills in the real work situation.

In the study of Ramirez, et al. (2014) noted that the graduates claimed their knowledge, academic acquired skills and competencies contributed greatly in their job performance. Significant relationship exists between



graduates“ field of specialization and occupation after graduation. The academic acquired skills are relevant in their chosen occupations.

Key performance indicator for assessing job performance appraisal includes job skills necessary for the effective completion of job tasks and responsibilities. While this will vary from position to position, judge whether your employee is meeting standards in key areas. Another is communication which is an essential part of every job and should be a key performance indicator in the staff evaluation. Rate how well the staff communicate with management, customers and colleagues. This can be defined in terms of interpersonal communication skills, written and verbal skills.(Macquerrey, 2014)

Table 11

Satisfaction Level of Employers on Graduate’s Job Performance

Job Performance Factors	HRM (n = 108)		TM (n = 65)	
	WX	DR	WX	DR
JOB KNOWLEDGE Has exceptional mastery and understanding of all phases of his job.	2.85	S	2.77	S
QUALITY OF WORK Work exceptionally accurate, orderly, neat and complete in all details.	2.65	S	2.57	S
QUANTITY OF WORK Completes exceptionally large amount of work. Able to handle more than one assignment at his present level.	2.61	S	2.73	S
DEPENDABILITY Highly dependable under all circumstances; does a superior job; always meets deadline.	2.73	S	2.90	S
JUDGEMENT Has outstanding ability to evaluate facts objectively and arrive always at very sound decisions.	2.83	S	2.71	S
CREATIVITY Unusually active imagination. Innovative, always seeking and working on new and improved ways and methods.	2.65	S	2.58	S
ORGANIZATION Plans job exceptionally well; effectively considers priorities. Sees to it that approved plans and instructions are carried out properly.	2.78	S	3.00	S
INITIATIVE Outstanding initiative tempered by good judgment; can always be depended upon to act properly on new situations without the aid of superiors.	2.73	S	2.83	S



INDUSTRY Exceptionally hardworking and industrious; very energetic and conscientious. Always puts in more effort than others in the job.	2.93	S	2.71	S
ATTAINING OBJECTIVE Has exceptionally completed all assigned tasks in accordance with established goals.	2.64	S	2.59	S
ATTITUDES TOWARD WORK AND THE COMPANY Very good attitude; loyal. Extraordinarily enthusiastic about his job; shows a very high regard for it and the Company.	2.27	D	2.09	D
ATTITUDES TOWARDS ATTENDANCE Perfect attendance on the job; exceptionally punctual in observing work hours, break periods, etc.	2.17	D	2.29	D
COOPERATION Always cooperative; with an unusual and strong force for office morale.	2.69	S	2.87	S
PERSONALITY Manner highly pleasing, cheerful, diplomatic and friendly; demonstrates exceptional skills in getting along with others; easy to approach and talk to. Very good PR.	3.08	S	3.11	S
GROOMING Always neat and well-groomed, poised, pleasing in his appearance and bearing. Very impressive.	3.40	VS	3.46	VS
Overall	2.73	VS	2.75	VS

Legend: *3.25 – 4.00 Very Satisfied (VE)*
 2.50 – 3.24 Satisfied(S)
 1.75 – 2.49 Dissatisfied (D)
 1.00 – 1.74 Very Dissatisfied (NE)

5. Employment Status of the Graduates

The employment data of graduates are presented in the following Tables. These include the present employment status; present occupation; reasons for staying on the job; reasons for accepting the job; reasons for changing job; number of years in the first job; ways of finding the first job; number of months/ years in landing the first job; job level position; and initial gross monthly income in the first job after college.

5.1 Present Employment Status

The present employment statuses of the graduates are shown in Table 12. As reflected, greater (41.90%) percentage of the graduates is enjoying regular or permanent employment status, while 23.32% are contractual; and 12.39% are self-employed.



It is saddening to note that there 4.35% who are not yet employed at moment although this is quite small percentage relative to the current employment status.

Reasons presented by these unemployed graduates are advance or further study, family concern and decision not to find a job, health-related reasons, lack of work experience, no job opportunity, and other still did not look for a job until now.

Table 12
Present Employment Status of the Graduates

Employment Status	HRM		TM		Total	%
	f	%	f	%		
Regular or Permanent	76	44.71	30	36.14	106	41.90
Contractual	38	22.35	21	25.30	59	23.32
Self-employed	24	14.12	9	10.84	33	13.04
Not Yet Employed Since Graduation	7	4.12	4	4.82	11	4.35
Have Been Employed But Have Been Resigned/ Terminated	25	14.71	19	22.89	44	17.39
Total	170	100.00	83	100.00	253	100.00

5.2 Present Occupation

Table 13 exposes the present occupation of the 209 employed graduates and 33 self-employed.

As exposed, 70.59% of the HRM graduates are employed in hospitality-related work while 66.27% of the TM graduates are working in tourism-related jobs. There is employment-job match for the two programs. However, there is still a noticeable misalignment of jobs for some graduates.



Although, this is one of the proofs of quality education and measure of success identified is Evidence-Based Expectations, which is driving consumers to seek proof of institutional claims about outcomes. Columban College as a higher education institution simply must do a better job of demonstrating how the experiences they provide translate into successful outcomes and employability of graduates.

Table 13

**Nature of Present Occupation/Business
the Graduates**

Nature of Present Occupation	HRM		TM		Total	%
	f	%	f	%		
Hospitality-Related Work	120	70.59	4	4.82	124	49.01
Tourism-Related Work	3	1.76	55	66.27	58	22.92
Marketing and Sales – Related such as those in Public Relations, Communication, BPO/Call Centers, Customer Service, etc.	5	2.94	4	4.82	9	3.56
Human Resources Management-Related	2	1.18	1	1.20	3	1.19
Operations/Construction/ Logistics/ Inventory/ Supply Chain/Warehousing/Manufacturing Management-Related	2	1.18	2	2.41	4	1.58
Accounting/Banking/Insurance Financial Management Related	3	1.76	2	2.41	5	1.98
Service Industry Job-Related	2	1.18	1	1.20	3	1.19
Trading/- On-Line Selling/Self-Employed	24	14.12	9	10.84	33	13.04
Education and Training	1	0.59	0	0.00	1	0.40
Government Service (such as Barangay Officials)	1	0.59	1	1.20	2	0.79
No work	7	4.12	4	4.82	11	4.35
Total	170	100.00	83	100.00	253	100.00

Thus, still the College needs to connect the dots between the academic experiences on the campus and the graduates’ employability and job success. Simply saying our graduates are successful would not satisfy an increasingly knowledgeable and skeptical higher education marketplace.



Lastly, in a report released by the Center on Education and the Workforce (2010), a call went out to colleges recommending they go so far as to “be more career-oriented than they have been and to overhaul the way they educate students, to much more closely align the curriculum with specific jobs” and to “streamline their programs, so they emphasize employability.”

The findings are in consonance to the findings of NACE in 2007 stating that students’ employment and earnings have increased over time. More graduates are reporting employment that relates to their degree. And more recently, salary offers have risen for many graduates.

Those who study can pursue a range of careers. Most entry-level positions require people who can learn quickly and solve problems; the specifics are taught on the job. “A general college degree is the major entry-level credential you need,” says author and speaker Donald Asher. “Employers are looking for the skills a candidate has to offer.”

The same NACE survey shows that graduates worked in a variety of industries, including retail trade and social assistance. And they worked in a range of career fields, from management to sales to graphic arts.

5.3 Work Location

Most of those who are employed and self-employed stayed within Olongapo and Subic Bay Freeport Area. A total of 58.50% (68.71% HRM graduates and 45.57% TM graduates) are working within Olongapo-SBFZ area. While 27.27% of the graduates of the two programs are working in other provinces and cities in the country and 9.88% are working abroad.

Table 14

Work Location of the Graduates

Work Location	HRM		TM		Total	%
	f	%	f	%		
Olongapo-SBFZ Area	112	68.71	36	45.57	148	58.50
Outside Olongapo-SBFZ	38	23.31	31	39.24	69	27.27



Area but Within the Philippines						
Outside the Philippines	13	7.98	12	15.19	25	9.88
Total	163	100.00	79	100.00	242	100.00

5.4 Reasons for Staying on the Job

Various reasons for staying on the job by these employed graduates are presented in Table 15. Out of ninety (242) employed graduates, many of them are motivated to stay in their respective jobs because of: work is related to special skills learned in their programs (72.31%), proximity to their residence (53.72%), and good working condition (42.15%). Some other reasons are because of salaries and benefits and friendly co-worker.

This implies that the graduates have varied reasons why they are staying on their current jobs. They are extrinsically motivated relative to the salary and other benefits they are receiving from the company, while intrinsically motivated because they have the special skills specifically for the job.

Table 15

Reasons for Staying on the Job

Reasons for Staying on the Job*	HRM		TM		Total	%
	f	%	f	%		
Salaries and Benefits	51	31.29	19	24.05	70	28.93
Related to special skills	120	73.62	55	69.62	175	72.31
Proximity to residence	95	58.28	35	44.30	130	53.72
Family Influence	15	9.20	8	9.64	23	9.50
Working Condition	88	53.99	14	16.87	102	42.15
Friendly co-worker	65	39.88	27	32.53	92	38.02
Owner of the Business	2	1.23	3	3.61	5	2.07
<i>*Multiple Responses</i>						



5.5 Number of Years in the First Job

Table 16 reveals the number of month/ years in the first job of the HRM and TM graduates. From the 242 graduates, 35.54% stayed only for less than a year in their first job, 34.30% between 1 to 2 years and only 29.75% have been in their work between 2 to 3 years. Since these are newly graduates, they are neophytes in their job. They are still on the stage of finding their job niche and finding job which is more stable and secure.

Table 16

Number of Years in the First Job

Number of Months/ Years in the First Job	HRM		TM		Total	%
	f	%	f	%		
1 to 11 months	65	39.88	21	26.58	86	35.54
1 year to less than 2 years	41	25.15	43	54.43	83	34.30
2 years to less than 3 years	57	34.97	15	18.99	72	29.75
Total	163	100.00	79	100.00	242	100.00

5.6 Ways of Finding the Job

Several ways of finding the job as identified by the graduates are revealed in Table 17. As revealed, 31.82% of the HRM and TM graduates responded to advertisement as their way of landing in their first job. , as walk-in applicant (20.44%) are the main ways of finding their first job. Some were recommended by someone/ friend (17.78) and some as walk-in applicants (19.42%). This shows that graduates have varied ways of finding a successful job after graduation. Words of mouth still remain as a powerful way to find a job as manifested by the greater responses.

Table 17

Ways of Finding the First Job

Ways of Finding the Job	HRM		TM		Total	%
	f	%	f	%		



COLUMBAN COLLEGE, INC.

#1 Mt. Apo St., New Asinan, Olongapo City, Philippines 2200
Tel. Nos. (047) 222-3329, 224-1581-82; Fax No. (047) 222-7782



RESEARCH, INNOVATION AND KNOWLEDGE DEVELOPMENT OFFICE

Response to an advertisement	57	34.97	20	25.32	77	31.82
As walk-in applicant	30	18.40	17	21.52	47	19.42
Recommended by someone/friend	37	22.70	25	31.65	62	25.62
Arranged by school's job placement officer	19	11.66	11	13.25	30	12.40
Job fair or Public Employment Service Office (PESO)	20	12.27	6	7.23	26	10.74
Total	163	100.00	79	100.00	242	100.00

The results imply that there is a need to enhance the schools' job placement activities and strategies to bring successful graduates to find prestigious jobs based on their knowledge, skills and abilities.

Moreover, HRM and TM graduates who are passionate about their studies are at an advantage in the job market, experts say. Interest in the classroom often translates to eagerness in a job search and enthusiasm in an interview. And the ability to confidently articulate their ideas is a hallmark of training— may be these jobseekers' best justification of all for having chosen their major (National Association of Colleges and Employers, 2010).

Networking involves making work-related connections with people one already know and people he meet during his job search—and it is a powerful tool. “Networking is a major activity, as suggested by the findings and it is important to devote a lot of time to it.” For HRM and TM graduates especially, networking may offer the chance to show people more directly how they qualify for a specific career.

In general, networking makes the job search more effective. Students should ask family, friends, and professors for help. Check with career center or academic department for opportunities to speak with alumni. Joining professional associations and attending conferences are other good ways to expand one's network.

Job postings, including those in newspapers and professional publications and on the Internet, are another source of opportunity. But simply putting a resume on an Internet job bank is usually unsuccessful, in



part because of the large number of applicants. Specialized sites devoted to one career might be more effective.

Many employers recruit directly on campuses, and most employers attending career fairs are not recruiting students by specific degree or major subject.

Some students looking for full-time job try “cold calling” or as “Walk-in applicant”, contacting employers they do not know and who have not advertised job openings. Experts suggest doing this only as a last resort. Although it is good to be creative in job search, as revealed by the findings, it is better to use and take advantage of any connections. Cold calling does work sometimes. But researching the best prospects first will increase your chances of success.

5.7 Number of Months/ Years in Landing to the First Job

Revealed in Table 18 is the number of month/ years in landing to the first job of the graduates. As shown in the Table, very noticeable that less than half of the graduates were able to locate their first jobs for about 1 to 6 months (46.28%) after graduation. While 44.63% were able to get a job in almost 7 to 11 months. It can be noticed that HRM graduates (57.06%) got job faster compare to the TM graduates.

Table 18

Number of Months/ Years in Landing to the Job

Number of Months/ Years	HRM		TM		Total	%
	f	%	f	%		
1 to 6 months	93	57.06	19	24.05	112	46.28
7 to 11 months	60	36.81	48	60.76	108	44.63
1 year to less than 2 years	10	6.13	12	15.19	22	9.09
Total	163	100.00	79	100.00	242	100.00

The result indicates that there is a high demand of HRM and TM program graduates for the industry as shown by the waiting period before they get employed.



Less than a year of waiting before employment for a fresh graduate is surprising in today’s highly competitive marketplace due to the effect of global financial crisis but still graduates of HRM and TM programs of Columban College are able to penetrate both in the public and private industries. This further indicates that the graduates are qualified enough to be absorbed immediately by the industries nationwide. Thus, there is high employability rate of the graduates.

5.8 Initial Gross Monthly Income in the Job After College

The initial gross monthly income in the job after college of these graduates is gleaned in Table 19. As exposed by the graduates, majority or 62.40% enjoyed an initial gross income of Php10,000 to Php15,000 pesos a month; about 12% for more than Php15,000 pesos; and 25.21% for Php10,000 pesos or less.

This indicates that the graduates received a starting salary within the set minimum wage of the region.

Table 19

Initial Gross Monthly Income in the Job After College

Initial Gross Monthly Income	HRM		TM		Total	%
	f	%	f	%		
P5,000.00 to less than P10,000.00	40	24.54	21	26.58	61	25.21
P10,000.00 to less than P15,000.00	113	69.33	38	48.10	151	62.40
P15,000.00 to less than P20,000.00	7	4.29	12	15.19	19	7.85
P20,000.00 to less than P25,000.00	2	1.23	5	6.33	7	2.89
P25,000.00 and above	1	0.61	3	3.80	4	1.65
Total	163	100.00	79	100.00	242	100.00

5.9 Program-Job Matching

The agreement as to the relevance of the curriculum to the first job of the graduates is exposed in Table 20. Majority or 79.75% responded “Yes” (81.60% HRM graduates and 75.79% TM graduates) as to the relevance of the curriculum and only 20.25% responded “No”.



This implies that the graduates are aware of the relevance of the HRM and TM curriculum to the needs of the industries nationwide. The curriculum dictates and nurtures the skills needed by the students enrolled thereby providing them the necessary skills, values, and competences as required by the industry.

This means that they believed that they can begin to develop job skills while they are still in school from the relevant curriculum, even if their courses seem to have little to do with their career goals. Observations and analyses from other colleges and universities, they offer programs that connect HRM and TM studies with real-world skills.

Table 20
Relevance of the Curriculum to the First Job of the Graduates

Program-Job Matching	HRM		TM		Total	%
	f	%	f	%		
Yes	133	81.60	60	75.95	193	79.75
No	30	18.40	19	24.05	49	20.25
Total	163	100.00	79	100.00	242	100.00

Another enrichment courses in the HRM and TM program is the On-the-Job Training program. There is often no better way to develop student interest in a career than to get direct exposure to it. Obtaining relevant work experience can make all the difference in getting a job.

According to a 2006 NACE survey, many employers hire those who participate in their internship programs. The employers surveyed by NACE considered internships to be one of the most effective methods for finding new hires.

6. Suggestions to Further Improve the Curriculum

For more concrete suggestions, the researcher also asked the graduates for their suggestion to further improve the HRM and TM curricula. These suggestions classified under admission, retention and classroom standards,



teaching methods and assessment, career guidance activities, facilities and equipment are found in Table 21. The graduates strongly suggested that: more exposures and trips (57.71%) as well as more seminars with outside speakers (47.83%) should be provided in major classes specially for tourism students.

Significant recommendations are also noted in providing more outcomes -based and authentic assessment (30.04%), instructors should use modern methods of teaching (22.92%), and that Center for job placement should be put up (24.11%). They are satisfied as to the adequacy and availability of the facilities and equipment used in instruction.

Table 21

Suggestions to Further Improve the Curriculum

Suggestions to Further Improve the Curriculum*	HRM (n = 170)		TM (N = 83)		Total	%
	F	%	f	%		
A. Admission, Retention and Classroom Standards						
Students should be screened more strictly before admission.	21	12.35	9	10.84	30	11.86
Students with many failing grades should not be allowed to continue.	15	8.82	12	14.46	27	10.67
Lessen the number of students per class.	9	5.29	13	15.66	22	8.70
Increase the number of laboratory hours.	21	12.35	17	20.48	38	15.02
Increase the number of practicum/OJT hours.	19	11.18	15	18.07	34	13.44
Reduce the number of courses offered to struggling students.	8	4.71	11	13.25	19	7.51
B. Teaching Methods and Assessment						
Remedial classes should be conducted.	21	12.35	19	22.89	40	15.81
Instructors should use modern methods of teaching.	23	13.53	25	30.12	58	22.92
Instructors should speak English.	16	9.41	17	20.48	33	13.04
More exposures/trips for major classes.	84	49.41	62	74.70	146	57.71
More seminars with outside speakers.	69	40.59	52	62.65	121	47.83
Provide more outcomes -based and authentic assessment.	37	21.76	39	46.99	76	30.04
Require books and laboratory manuals.	13	7.65	19	22.89	32	12.65
C. Career Guidance Activities						



Post job opportunities on bulletin boards.	26	15.29	24	28.92	50	19.76
Center for job placement should be put up.	35	20.59	26	31.33	61	24.11
Follow-up graduates as to status of employment.	17	10.00	20	24.10	37	14.62
D. Facilities and Equipment						
Should provide more computers for internet use.	9	5.29	11	13.25	20	7.91
The school should provide more audio visual equipment-more overhead projector, slide projector.	2	1.18	3	3.61	5	1.98
Should have slide projectors for exclusive use.	3	1.76	1	1.20	4	1.58
<i>*Multiple Responses</i>						

Many of the features of a business education mentioned above combine to create a very comfortable and supportive environment for learning. Additional features as suggested by the graduates include the low student-faculty ratio and the involvement of faculty in the whole education of the students through academic counseling. The faculty should have much more available time for casual interactions with student.

Some more observations of graduates are there are students at the College who see their professors as such giants that they cannot imagine themselves attaining such heights. Thus, the more approachable faculty provides less intimidating role models.

The students are encouraged to maintain their interest in classes during the critical period when their maturity both intellectual and personal is growing to the point where they can envision themselves obtaining a degree. Speaking more generally, at the College of Business and Accountancy, the undergraduates are the center of attention, the reason for the existence of the institution because of its desire to accredit the programs. This can engender confidence and a feeling of self-worth.

7. Correlations among Relevance of Curriculum, Instructional Effectiveness, Employers’ Level of Satisfaction on the Performance of Graduates, Employability of Graduates



It can be seen in Table 22 that there is a high positive correlation between the relevance of the HRM curriculum as perceived by the HRM graduates and their employers and employability of the graduates with r-value of 0.813. The null hypothesis is rejected since the p-value is 0.000.

On the other hand, there are moderate correlations between relevance of the curriculum as perceived by HRM graduates and their employers ($r = 0.752$), between instructional effectiveness as perceived by the HRM graduates and employers' satisfaction on the job performance of graduates ($r = 0.776$), and between instructional effectiveness and employability of graduates ($r = 0.719$). The null hypotheses were rejected at 5% level of significance.

Table 22

Correlation Table for the Assessment of the HRM Graduates and Their Employers

Variables	r-Value	P-Value	Decision ($\alpha = 5\%$)
Relevance of HRM Curriculum and Employers' Satisfaction on the Job Performance of HRM Graduates	0.752 (Moderate Positive)	0.008	Reject Ho
Relevance of the HRM Curriculum and Employability of HRM Graduates	0.813 (High Positive)	0.000	Reject Ho
Instructional Effectiveness and Employers' Satisfaction on the Job Performance of HRM Graduates	0.776 (Moderate Positive)	0.000	Reject Ho
Instructional Effectiveness and Employability of HRM Graduates	0.719 (Moderate Positive)	0.024	Reject Ho

Table 23 reflects that there is a high positive correlation between the relevance of the TM curriculum as perceived by the TM graduates and their employers and employability of the graduates with r-value of 0.822. The null hypothesis is rejected since the p-value is 0.000. Similarly, there is a high positive correlation between the relevance of the TM curriculum as perceived by the TM graduates and their employers and employers'



satisfaction on the job performance of graduates with r-value of 0.805 which is also significant at 5% level. Thus, the null hypothesis is rejected.

Furthermore, there are moderate correlations between instructional effectiveness as perceived by the HRM graduates and employers' satisfaction on the job performance of graduates (r = 0.757), and between instructional effectiveness and employability of graduates (r = 0.760). The null hypotheses were rejected at 5% level of significance.

Table 23

Correlation Table for the Assessment of the TM Graduates and Their Employers

Variables	r-Value	P-Value	Decision ($\alpha = 5\%$)
Relevance of TM Curriculum and Employers' Satisfaction on the Job Performance of TM Graduates	0.805 (High Positive)	0.000	Reject Ho
Relevance of the TM Curriculum and Employability of TM Graduates	0.822 (High Positive)	0.000	Reject Ho
Instructional Effectiveness and Employers' Satisfaction on the Job Performance of TM Graduates	0.757 (Moderate Positive)	0.000	Reject Ho
Instructional Effectiveness and Employability of TM Graduates	0.760 (Moderate Positive)	0.000	Reject Ho

Conclusions

Based from the findings, the researchers concluded the following:

Majority of the HRM and TM graduates are single, female, and enrolled the programs because of perceived status or prestige of the profession as well as prospect for immediate employment and opportunity to work abroad.

Both HRM graduates and employers perceived that the HRM curriculum is relevant in terms of the attainment of the school's vision, mission and goals, attainment of the program educational objectives, demonstration of



CCI graduate attributes and acquisition of the 21st century employability skills. Similarly, both TM graduates and employers perceived that the TM curriculum is also relevant in terms of the said variables. Therefore, the two curricula are perceived to be relevant.

Instruction is highly effective based on the assessment of both HRM and TM graduates in terms of the delivery of instruction, pre-service training and curriculum, and learning environment and facilities.

The job performance of HRM and TM graduates are both described as good since the employers are satisfied with their job performance.

The employment rate of graduates is high and there is a small percentage of mismatch and unemployment. Majority of the graduates are regularly and permanently employed, working related to their specialization within Olongapo and SBFZ area, have been staying in their job because of proximity to residence and good working condition, have landed in their first job for less than 1 year, found the first job by recommendations of friends and relatives, and are receiving salary above minimum wage.

The relevance of the HRM and TM curricula and the effectiveness of instruction significantly correlates with employers' satisfaction on the job performance of graduates and with the employability of graduates.

Recommendations

Based on the findings, the researchers recommended the following: A more intensified marketing strategies especially for HRM and TM, including screening and admission procedures should be done by the school authorities to sustain the number of enrollees and graduates of the programs. Orientation and re-orientation program should be sustained or strengthen so that graduates are aware of their PEO's and learning outcomes as well as the VMG and CCI graduate attributes. The administration should extend quality service by assisting and looking into the needed requirements of HRM and TM graduates for immediate employment. The teaching staff should continue instilling and nurturing the skills of students for more globally competitive and service-oriented graduates.



Review of the curriculum map vis-à-vis the global learning standards for HRM and TM curriculum must be done. Ensure that academic, co-curricular and course activities are aligned with the learning outcomes integrating the acquisition of the 21st century skills, core values and CCI graduate attributes. Effectiveness of the delivery of curriculum together with provision of relevant and worthwhile pre-service trainings and practicum must be enhanced. The administration should continue upgrading and enhancing the facilities and equipment, career guidance and job placement activities. The administration should continue establishing wider linkages and partnerships with private industries/ government agencies for students' pre-service exposures and immediate employment. A more intensive study for the relevance of HRM and TM Programs should be conducted geared towards producing quality graduates in the years to come.

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