

# Graduate Employability of Hospitality Management Alumni at University of Cebu Main Campus, 2023–2025

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## Abstract

This tracer study examined the employability of Bachelor of Science in Hospitality Management (BSHM) graduates from the University of Cebu–Main Campus who completed their degrees between 2023 and 2025. The study aimed to assess how effectively the program prepared graduates for the workforce by analyzing their employment status, job placement, and the relevance of their acquired competencies to their current careers. Using a descriptive research design, data were collected from 158 graduates through a structured questionnaire based on the Commission on Higher Education (CHED) tracer study framework. Findings revealed that most respondents were single female graduates from Region VII (Central Visayas), and nearly all earned a BSHM degree. While only a few pursued postgraduate education, several enhanced their qualifications by obtaining TESDA National Certificates. A significant proportion of graduates secured employment in hospitality-related industries, primarily in entry-level positions, both locally and internationally. Communication skills, critical thinking, adaptability, and interpersonal skills were identified as the most valuable competencies in their early employment experiences. However, respondents also noted the need for stronger technical and industry-specific training to better meet workplace demands. Overall, graduates perceived the BSHM curriculum as relevant and aligned with industry needs. Nevertheless, they recommended continuous curriculum updates, strengthened industry partnerships, enhanced technical training, and improved career support services. The study concludes that while the program provides a strong foundation for employability, targeted improvements can further enhance graduates' readiness, competitiveness, and long-term career progression in the hospitality industry.

**Keywords:** Graduate employability, tracer study, hospitality management, University of Cebu, curriculum relevance, competencies, employment outcomes, career progression

## Introduction

Colleges and universities play a vital role in shaping graduates who are not only knowledgeable but also ready to thrive in today's ever-changing job market. One powerful way to assess how well academic programs meet this goal is through tracer studies. These studies provide real-world insights into graduates' employment status, how relevant their jobs are to their degrees, how their careers are progressing, and whether the skills they learned in school are actually being used on the job. The findings from tracer studies are invaluable—they help institutions refine their curricula, improve programs, and make informed decisions for future planning.

The hospitality and tourism industry is one of the fastest-growing sectors worldwide, including here in the Philippines. It spans a wide range of services, from hotels and restaurants to resorts, travel agencies, and other related businesses. The Bachelor of Science in Hospitality Management (BSHM) program is designed to prepare students for this dynamic field by equipping them with the right mix of knowledge, practical skills, and professional values. But as the industry continues to evolve, it's crucial for academic programs to keep pace and regularly assess whether they're still meeting industry expectations.

At the University of Cebu–Main Campus, the BSHM program has produced a large number of graduates over the years. Understanding where these graduates are now—what jobs they've landed, how they're progressing,

and how well their education prepared them—is key to evaluating the program’s success in launching meaningful and sustainable careers in hospitality.

### **Rationale of the Study**

As De Castro (2017) emphasizes, tracer studies are among the most reliable tools for assessing the success and relevance of academic programs offered by higher education institutions. These studies document graduates’ employment status, nature of work, workplace challenges, and the extent to which acquired competencies are utilized in their current roles. Through such evaluations, institutions can assess the alignment between program outcomes and industry expectations.

In support of this, Celis, Festijo, and Cueto have reported a sustained demand for hospitality and tourism professionals, indicating robust employment opportunities for graduates of hospitality-related programs. This demand highlights the importance of continuous program evaluation to ensure that graduates remain competitive and industry-ready.

Given the increasing number of BSHM graduates from the University of Cebu Main Campus, it is imperative to systematically track their employment status, job positions, and career trajectories. This study aims to provide empirical data that will inform the assessment of the BSHM program’s effectiveness in preparing graduates for careers in the hospitality industry.

The findings of this tracer study will serve as a basis for curriculum development, instructional improvement, and policy formulation. Ultimately, the study seeks to strengthen the Bachelor of Science in Hospitality Management program and enhance the employability and professional competencies of future graduates.

### **Review of Related Literature and Studies**

This chapter presents relevant literature and studies that provide theoretical and empirical support to the present tracer study. The discussion is organized into the following sections: Graduate Employability and Higher Education, Employment Trends in Hospitality and Tourism, Education and Industry Alignment, Career Experiences and Perceptions, Employability and Competency, and Unemployment and Underemployment among Hospitality Graduates.

Graduate employability is widely recognized as a key indicator of the effectiveness of higher education institutions. The quality of graduates is largely influenced by the quality of instruction, curriculum relevance, and adequacy of learning facilities, as these factors collectively shape students’ knowledge, skills, and values necessary for professional practice. Employability outcomes reflect how well institutions prepare students for real-world employment demands.

Mitchell and Ashley (2006) emphasized that one of the most significant socio-economic contributions of tourism is local employment generation. As tourism expands, it creates diverse job opportunities that require trained and competent human resources. In this context, hospitality and tourism education plays a critical role in supplying the workforce needed by the industry.

The Commission on Higher Education (CHED), through Memorandum Order No. 30, series of 2006, highlighted tourism as one of the world’s largest industries, generating substantial employment opportunities globally. This reinforces the need for hospitality and tourism programs to ensure that graduates possess industry-relevant competencies that enhance employability.

Several tracer studies in the Philippines have consistently shown strong employment prospects for hospitality and tourism graduates. Celis, Festijo, and Cueto found a high demand for hospitality and tourism practitioners, indicating that graduates are generally able to secure employment due to the continuous growth of the industry. However, they also noted that most graduates were employed locally, suggesting that international employment often requires additional work experience.

Similarly, studies by Ylagan and Meñez (2007) and Gualberto and Ylagan (2008) revealed that hospitality and tourism graduates were employed in both private and government sectors. Many graduates obtained

employment through referrals, job fairs, advertisements, and online platforms. Although most were employed, the majority occupied rank-and-file or clerical positions during their early career stages, highlighting the typical entry-level nature of hospitality employment.

Dimalibot et al. (2013) further confirmed that many tourism graduates were regularly or permanently employed and working in positions related to their field of specialization. These findings demonstrate that hospitality and tourism education remains relevant, though career advancement often follows gradual progression.

The alignment between education and industry requirements is crucial in enhancing graduate employability. Lee (2007) examined students' learning experiences inside and outside the classroom and found that industry-based learning significantly improved students' understanding of organizational operations, career expectations, leadership abilities, and adaptability. Students also developed stronger communication, teamwork, and problem-solving skills through experiential learning.

Marchante, Ortega, and Pagán (2007) introduced the concept of educational mismatch, referring to graduates whose educational attainment does not align with their job requirements. Their findings indicated that while experience can sometimes compensate for insufficient education, additional schooling alone does not necessarily substitute for lack of job-specific competencies. This underscores the importance of practical and skills-based learning in hospitality education.

Müller et al. (2009) observed that while hospitality graduates possessed technical skills, many lacked proficiency in communication, time management, and productivity. As a result, employers often needed to provide additional training, highlighting gaps between academic preparation and workplace expectations.

Career perceptions significantly influence graduates' employment decisions and retention in the hospitality industry. Garavan, O'Brien, and O'Hanlon (2006) found that career advancement among hotel managers was strongly associated with continuous learning, mentoring, and networking rather than formal education alone.

Chen and Gursoy (2007) emphasized that hospitality education must adapt to the dynamic nature of the tourism industry. Graduates must be prepared for constant change, as flexibility and adaptability are essential traits in hospitality careers.

Ko (2007) found that students generally had positive internship experiences, which enhanced job satisfaction and confidence in pursuing hospitality careers. However, Richardson (2008; 2009) reported that many hospitality students considered careers outside the industry due to unmet expectations related to salary, job security, and working conditions. Work experience during college sometimes negatively influenced students' perceptions of the industry.

Employability is commonly defined as a combination of knowledge, skills, attitudes, and adaptability that enable individuals to secure and maintain employment. De Cuyper et al. (2008) and Fugate et al. (2004) described employability as the continuous ability to obtain or create work amid changing labor market conditions.

Wang and Tsai (2012) categorized employability into core skills (communication, teamwork, problem-solving) and specific skills (technical and professional competencies). Robinson (2006) referred to core skills as transferable or soft skills, while specific skills were associated with professional expertise required by particular industries.

Gangani and McLean (2006) further classified competencies into fundamental, functional, and personal competencies. Fundamental competencies align with organizational values, functional competencies enhance job performance, and personal competencies support career development and adaptability. These competencies collectively contribute to graduate employability and long-term career success in the hospitality industry.

Despite the high demand for hospitality professionals, unemployment and underemployment remain concerns. Soriano (2010) argued that the Philippines produces a large number of tourism graduates who may lack qualifications required for international employment, resulting in local underemployment.

Studies involving Hotel and Restaurant Management graduates revealed that while many were employed, some worked in jobs not aligned with their educational background due to factors such as salary considerations, proximity to residence, and family influence. These findings suggest that employment alone does not fully reflect employability; job relevance and career progression are equally important indicators.

## Synthesis of the Reviewed Literature

The reviewed literature and studies highlight that hospitality and tourism education generally leads to favorable employment outcomes. However, challenges such as educational mismatch, limited career progression, unmet expectations, and skills gaps persist. These findings emphasize the importance of continuous curriculum evaluation, stronger industry linkage, and skills enhancement to ensure that graduates remain competitive and employable.

The present tracer study builds upon these findings by examining the employment status of Bachelor of Science in Hospitality Management graduates of the University of Cebu Main Campus for SY 2023–2025, thereby contributing localized and updated empirical evidence to existing literature.

## Statement of the Problem

This study aims to determine the employability of the graduates of the College of Hospitality Management, University of Cebu–Main Campus, for School Years 2023–2025. Specifically, it seeks to examine the graduates' employment status, job placement profile, and the relevance of their educational background and acquired competencies to their current employment.

The study also aims to identify the reasons why graduates chose the Hospitality Management program, the skills and competencies that contributed to meeting industry demands, and the factors that influenced their employment outcomes. Furthermore, the findings of this research will serve as the basis for proposing recommendations to improve the employability and employment rate of graduates of the College of Hospitality Management.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 sex;
  - 1.2 civil status;
  - 1.3 region of origin; and
  - 1.4 current address or place of residence?
2. What is the educational background of the respondents in terms of:
  - 2.1 highest educational attainment;
  - 2.2 post-graduate studies pursued, if any;
  - 2.3 post-graduate training attended (e.g., TESDA National Certificates); and
  - 2.4 reasons for pursuing further studies or training?
3. What is the employment data of the respondents in terms of:
  - 3.1 employment status (employed, self-employed, unemployed);
  - 3.2 reasons for unemployment, if applicable;
  - 3.3 nature of employment (regular, contractual, probationary, self-employed);
  - 3.4 major hospitality department or field where currently employed;
  - 3.5 place of work (local or overseas);
  - 3.6 whether the current job is the first job after graduation;
  - 3.7 reasons for changing jobs, if applicable;
  - 3.8 reasons for staying in the current job;
  - 3.9 relevance of the first job to the course taken in college;
  - 3.10 reasons for accepting the first job;
  - 3.11 means of finding the first job;
  - 3.12 current job position;
  - 3.13 initial gross monthly income;
  - 3.14 relevance of the college curriculum to the first job; and
  - 3.15 competencies and skills learned in college that were found useful in the first job?
4. Based on the findings of the study, what recommendations may be proposed to further enhance the employability of graduates of the College of Hospitality Management, University of Cebu–Main Campus?

## RESEARCH METHODOLOGY

## Design

This study employed a descriptive research design using the tracer study approach. Descriptive research is appropriate for this study as it aims to describe the current employment status, job characteristics, and perceptions of graduates without manipulating any variables. The tracer study method was utilized to document the employment outcomes, career progression, and applicability of competencies acquired by Hospitality Management graduates in their present employment.

An online survey questionnaire was used as the primary data-gathering instrument. This method is suitable for collecting standardized data from a large group of respondents and is commonly used in tracer studies to assess graduate employability and program effectiveness.

## Environment

The study was conducted at the University of Cebu–Main Campus, specifically under the College of Hospitality Management. Although the respondents were already graduates and may be working in various locations locally or abroad, the academic context of the study is anchored in the University of Cebu–Main Campus where the respondents completed their Bachelor of Science in Hospitality Management degree.

## Respondents

The respondents of the study were 158 graduates of the Bachelor of Science in Hospitality Management from the University of Cebu–Main Campus who graduated during School Years 2023–2025. The list of respondents was obtained with permission from the Dean’s Office of the College of Hospitality Management.

Total enumeration was employed, wherein all accessible graduates from the specified batch were invited to participate in the study. Only graduates who responded to the survey and consented to participate were included in the final data analysis.

## Instrument

The primary instrument used in this study was a structured survey questionnaire, adapted from the Commission on Higher Education (CHED) Tracer Study Template and modified to suit the objectives of the study. The questionnaire was validated by research experts and the Research Director of the University to ensure content validity and clarity.

### The questionnaire consisted of three major parts:

#### ***Part I: Demographic Profile of the Respondents***

This section gathered information on the respondents’ sex, civil status, region of origin, current place of residence, and year of graduation.

#### ***Part II: Educational Background***

This section included items related to the respondents’ highest educational attainment, post-graduate studies pursued, post-graduate training attended (e.g., TESDA National Certificates), and reasons for pursuing further education or training.

#### ***Part III: Employment Data and Job Placement***

This section focused on the respondents’ employment status, nature of employment, place of work, job position, initial monthly income, relevance of the curriculum to their job, skills and competencies learned in college that were useful in their first job, and work-related values developed during their academic training.

## Data Gathering Procedure

The data gathering was conducted in three phases:

#### ***Phase 1: Preparation and Distribution of Online Questionnaires***

With the approval of the College Dean, the researchers obtained the list of BSHM graduates from School Years 2023–2025, including available contact information such as email addresses. The survey questionnaire was distributed primarily through Google Forms, as provided by the College of Hospitality Management. This

method was chosen for convenience, accessibility, and efficiency, considering that most graduates are employed and regularly use electronic communication.

### ***Phase 2: Collection, Tabulation, and Analysis of Data***

After the questionnaires were retrieved, the responses were checked for completeness. The data were then coded, tabulated, and prepared for statistical analysis. All collected data were treated with confidentiality and used solely for academic purposes.

### ***Phase 3: Interpretation, Conclusions, and Recommendations***

Based on the analyzed data, interpretations were made to answer the research questions. Conclusions were drawn, and recommendations were formulated to enhance the employability and job placement outcomes of future graduates of the College of Hospitality Management.

### **Statistical Treatment of Data**

The following statistical tools were used to analyze and interpret the data:

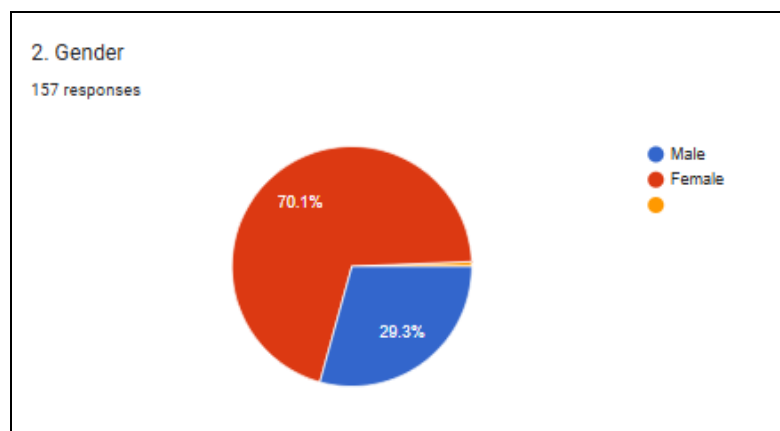
**Frequency Count and Percentage** – used to describe the demographic profile, educational background, and employment status of the respondents.

**Weighted Mean** – used to determine the degree of respondents' perception regarding the relevance of curriculum, training, instruction, and competencies to job placement.

**Ranking** – used to determine the order of importance of skills, competencies, and school-related factors as perceived by the respondents.

### **Results**

**Table 2**  
**Profile of the respondents**



The survey results presents the gender distribution of the respondents, with a total of 157 responses recorded. The data reveal that female respondents comprise the majority at 70.1%, while male respondents account for 29.3% of the total sample.

The findings indicate a significant predominance of female graduates among the respondents. This suggests that the Bachelor of Science in Hospitality Management (BSHM) program attracts more female students compared to male students during the period covered by the study. The observed gender imbalance reflects a broader trend in hospitality and tourism education, where female participation is often higher due to the perceived alignment of the industry with service orientation, customer relations, and interpersonal skills.

The curriculum of Hospitality Management programs emphasizes customer service, teamwork, communication, and adaptability, which may further appeal to female students seeking careers in dynamic, people-centered environments. The high percentage of female respondents may therefore indicate that the program effectively aligns with the career aspirations and strengths of female learners.

From an employability perspective, the dominance of female graduates may have implications for workforce composition in the hospitality sector. Many hospitality establishments, including hotels, restaurants, and tourism enterprises, employ a higher proportion of women, especially in frontline and supervisory positions. This gender distribution among graduates may enhance their employability, as industry demand often matches the available talent pool.

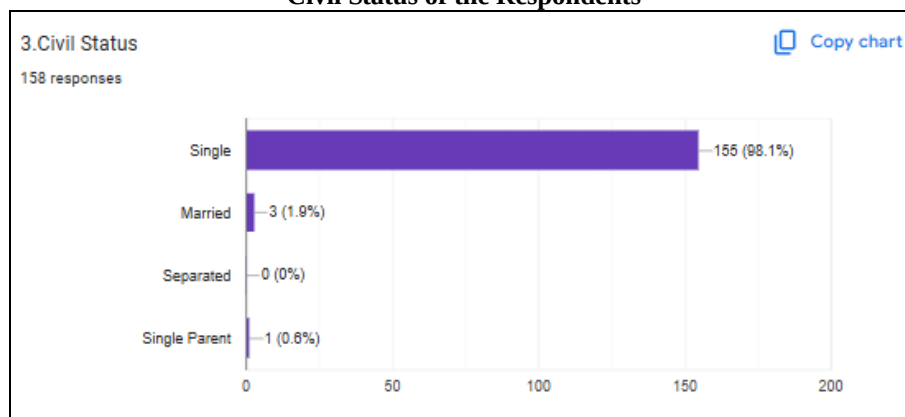
However, it is also important to consider gender equity and inclusivity. While female graduates dominate the sample, the presence of nearly one-third male respondents (29.3%) indicates that the program remains accessible to all genders. Institutions may explore strategies to encourage greater male participation, particularly in specialized areas such as culinary operations, facilities management, and technical services, where male representation is often higher.

### ***Relevance to Curriculum and Institutional Planning***

The results underscore the importance of designing a curriculum that is gender-responsive and inclusive, ensuring that learning activities, training opportunities, and career guidance services address the needs of all students regardless of gender. Career placement programs, internships, and industry partnerships should also be structured to provide equal opportunities for male and female graduates.

Furthermore, this gender profile provides valuable input for the College of Hospitality Management in reviewing enrollment trends, enhancing marketing strategies, and aligning academic offerings with labor market demands.

**Table 3**  
**Civil Status of the Respondents**



The data shows that 155 out of 158 respondents (98.1%) are single, while only 3 respondents (1.9%) are married, 1 respondent (0.6%) is a single parent, and none are separated. This indicates that the overwhelming majority of Bachelor of Science in Hospitality Management (BSHM) graduates from the University of Cebu Main Campus (School Years 2023–2025) are unmarried at the time of the study.

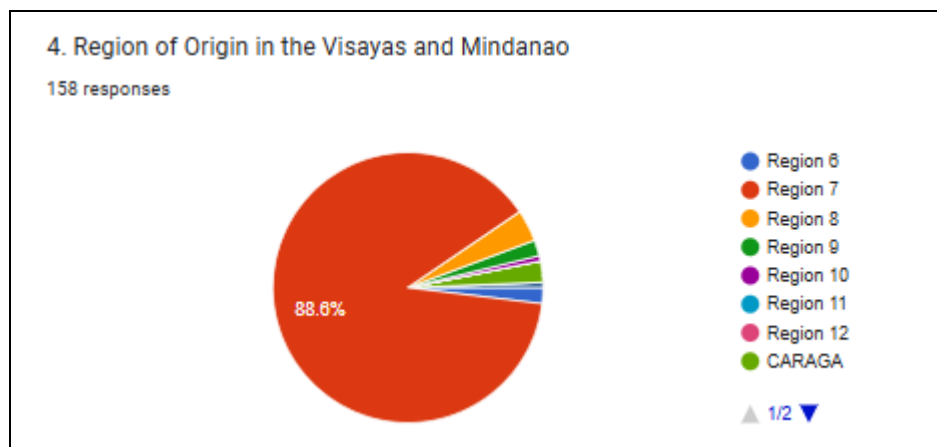
The dominance of single respondents suggests that most graduates enter the workforce during the early stage of adulthood, a period typically focused on career exploration, skill acquisition, and professional mobility rather than family formation. This demographic profile aligns with the nature of the hospitality industry, which often requires long working hours, shifting schedules, mobility, and entry-level positions that may be less conducive to immediate family responsibilities.

The very small percentage of married and single-parent respondents implies that graduates may be prioritizing career establishment and financial stability before committing to marriage or parenthood. It may also reflect the age distribution of the graduates, as most students complete their hospitality degree in their early twenties. The results suggest that civil status plays an important contextual role in understanding employability and career decisions of hospitality graduates. Being single may provide graduates with greater flexibility and willingness to accept demanding work conditions, such as night shifts, weekend duties, contractual employment, or opportunities abroad. These conditions are common in hotels, restaurants, cruise lines, and tourism-related enterprises.

From an employability perspective, single graduates may find it easier to adapt to entry-level positions, undergo training, and accept geographically distant employment opportunities. This flexibility may positively influence their initial job placement and career progression. Conversely, married graduates or those with parental responsibilities may face additional constraints that affect job choice, mobility, and tenure in the industry. The results of this study are supported by Super (1990), who emphasized that individuals in the exploration stage of career development are more focused on trying out occupational roles and gaining work experience rather than settling into long-term personal commitments such as marriage. This explains why a large proportion of hospitality graduates remain single while establishing their careers.

Similarly, Baum (2013) noted that hospitality and tourism industries attract a younger and predominantly single workforce, largely due to the sector's demanding schedules and high need for labor flexibility, particularly in frontline service roles.

**Table 4**  
**Respondents Region of Origin**



The survey reveals that a dominant 88.6% of respondents originate from Region VII (Central Visayas), while the remaining 11.4% are distributed across Regions VI, VIII, IX, X, XI, XII, and CARAGA. This overwhelming concentration of respondents from Region VII suggests a strong regional representation, likely influenced by the geographic location of the University of Cebu Main Campus, which is situated in Cebu City—the heart of Central Visayas.

#### ***Implications for Institutional Reach and Recruitment***

The data indicates that the University of Cebu Main Campus primarily attracts students from its immediate region. This is consistent with findings from the Commission on Higher Education (CHED), which note that proximity and accessibility are key factors influencing students' choice of institution (CHED, 2024). Cebu's status as a regional economic hub, with its concentration of hospitality, tourism, and service industries, further reinforces its appeal to local students pursuing degrees in Hospitality Management.

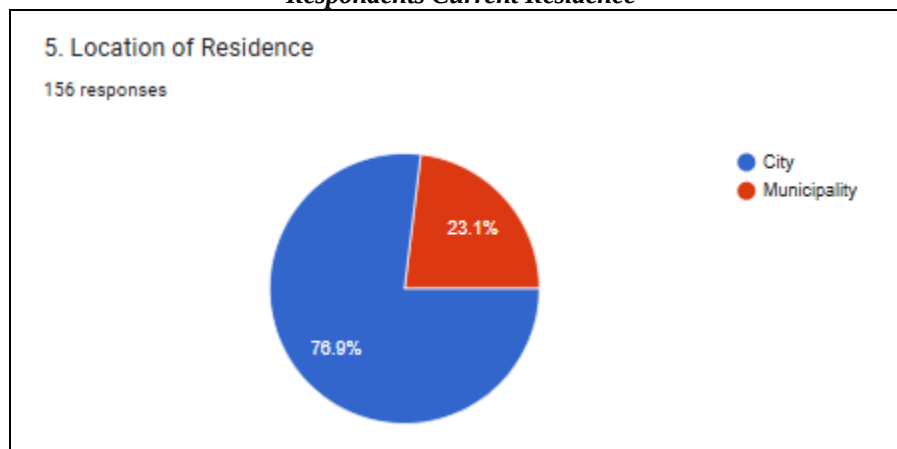
While the presence of respondents from other regions—such as Western Visayas (Region VI), Eastern Visayas (Region VIII), and parts of Mindanao—demonstrates some degree of geographic diversity, their relatively small proportions suggest limited institutional penetration beyond Central Visayas. This may reflect logistical constraints, regional preferences, or the availability of similar programs in other provinces.

#### ***Labor Market Relevance and Regional Mobility***

The strong representation from Region VII also has implications for labor market alignment. According to the Philippines Labour Market Profile 2025/2026, Central Visayas is one of the most active regions in terms of tourism and hospitality employment, with Cebu City serving as a gateway for both domestic and international visitors (Ulandssekretariatet, 2025). Graduates from the University of Cebu are therefore well-positioned to access local employment opportunities, reducing the need for geographic mobility and enhancing job placement rates.

However, the limited representation from Mindanao regions such as Region IX (Zamboanga Peninsula), Region X (Northern Mindanao), Region XI (Davao Region), Region XII (SOCCSKSARGEN), and CARAGA may suggest barriers to interregional mobility or awareness. The Department of Labor and Employment (DOLE) has emphasized the importance of regional labor market integration and the role of higher education institutions in promoting inclusive access to employment across geographic boundaries (DOLE, 2025). The dominance of Region VII in the respondent pool reflects the localized nature of student enrollment and employment in the hospitality sector. While this ensures strong alignment with Cebu's labor market, it also highlights opportunities for broader regional engagement. By leveraging tracer study insights, the University of Cebu can enhance its institutional impact, promote equitable access, and support the career development of students across the Visayas and Mindanao.

**Table 5**  
**Respondents Current Residence**



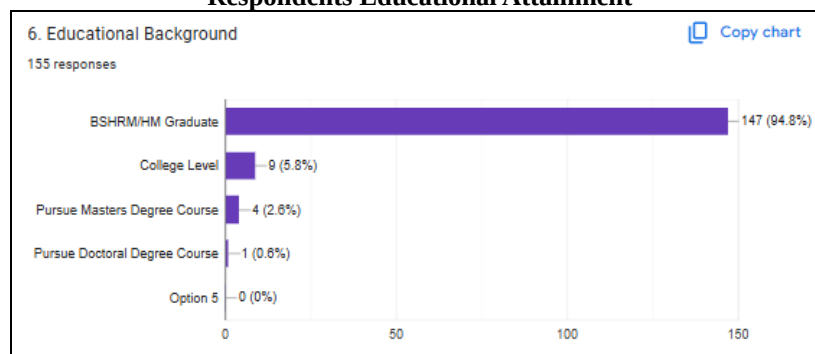
The pie chart depicts the region of origin of 158 respondents from the Visayas and Mindanao regions. A clear and striking pattern emerges: Region 7 (Central Visayas) dominates, accounting for 88.6% of respondents. The remaining regions—Region 6 (Western Visayas), Region 8 (Eastern Visayas), Region 9 (Zamboanga Peninsula), Region 10 (Northern Mindanao), Region 11 (Davao Region), Region 12 (SOCCSKSARGEN), and CARAGA—collectively represent just 11.4% of the respondents.

This indicates a high concentration of graduates or students originating from Region 7, suggesting that the University of Cebu – Main Campus primarily draws its student population from its immediate geographic vicinity. The dominance of Region 7 is unsurprising, given the university's central location in Cebu City, which provides easier access, familiarity, and community ties for local students (David & Cruz, 2017). Geographic proximity often plays a significant role in university enrollment patterns, as students tend to prefer institutions that reduce relocation costs and maintain social and family connections (Salandanan, 2005).

The minimal representation from other Visayas and Mindanao regions may reflect barriers such as travel distance, limited awareness of the university in other regions, or preference for local higher education institutions in their respective home regions. For example, students from CARAGA and Region 12 might opt for closer universities in Butuan or General Santos City due to logistical convenience. This pattern highlights the regional recruitment limitations of the university, emphasizing a strong local pull but weaker inter-regional attraction.

However, some studies suggest that overreliance on local student populations can impact diversity and cross-regional networking opportunities in higher education institutions (Altbach et al., 2010). A more geographically balanced enrollment could enhance the cultural and professional exposure of students, broadening their perspectives and potential employability in diverse environments. The data suggests that Region 7 is the predominant source of students, reflecting the university's strong local presence but also highlighting a potential opportunity for outreach and recruitment strategies in other regions to diversify the student body.

**Table 6**  
**Respondents Educational Attainment**



The data reveal that the respondent pool is predominantly composed of individuals with a background in

Bachelor of Science in Hotel and Restaurant Management (BSHRM) or Hospitality Management (HM). This indicates that the study specifically targets professionals or students within the hospitality sector, ensuring that the insights gathered are directly relevant to the industry (Creswell & Creswell, 2018). A specialized sample such as this allows for the collection of “information-rich” data from respondents who possess the technical knowledge and practical experience necessary to provide meaningful insights into the workforce dynamics of the hospitality sector (Creswell & Creswell, 2018).

Furthermore, the high proportion of graduates relative to the very low percentage of those pursuing postgraduate degrees (Master’s or Doctoral) suggests a workforce that is largely entry- to mid-level in terms of academic qualification. This trend is consistent with global and local patterns in hospitality employment, where operational and frontline roles often prioritize practical skills, industry certifications, and a foundational undergraduate degree over advanced academic qualifications (Heeringa, West, & Berglund, 2017; Baum, 2015). The Philippine Statistics Authority (PSA, 2021) similarly notes that the hospitality workforce in the Visayas is dominated by employees with bachelor’s level education, reflecting the industry’s demand for personnel who can immediately apply technical and service-oriented skills in real-world settings.

This workforce profile has implications for employability. While advanced degrees may enhance theoretical understanding or management potential, the immediate employability of graduates in operational and supervisory roles largely depends on hands-on experience, customer service competencies, and practical knowledge of hotel and restaurant operations (Baum, 2015; Sigala, 2018). Moreover, this entry-to-mid-level qualification distribution may influence career progression within the sector, as employees often start in operational roles and gradually move into supervisory or managerial positions based on experience and performance rather than formal postgraduate education. Therefore, understanding the educational composition of the hospitality workforce is essential for academic institutions and employers in designing curricula, training programs, and professional development strategies that align with industry needs. In the context of the University of Cebu, the predominance of graduates with a BSHRM or HM background suggests that most alumni are well-prepared to enter the hospitality workforce immediately upon graduation. This aligns with the employability trends observed in the local hospitality industry, where employers often prioritize practical skills, technical knowledge, and hands-on experience over advanced degrees for entry-level and operational positions (Heeringa, West, & Berglund, 2017; Baum, 2015). The tracer study results further indicate that a significant proportion of graduates secure employment within a short period after graduation, highlighting the effectiveness of the University of Cebu’s curriculum in equipping students with competencies that are directly relevant to industry requirements. However, the relatively low number of graduates pursuing postgraduate studies may limit opportunities for higher-level managerial roles in the long term, emphasizing the need for continuous professional development, industry certifications, and in-service training programs to enhance career progression and leadership potential within the sector (Sigala, 2018; PSA, 2021). Overall, these findings underscore the importance of aligning academic programs with industry needs to ensure that graduates remain competitive and employable in a dynamic hospitality labor market. The analysis of the geographical origin of respondents reveals a strong regional concentration in Central Visayas (Region 7), which accounts for 88.6% of the 158 participants. The remaining respondents are thinly distributed across other southern Philippine regions, including Regions 6, 8, 9, 10, 11, 12, and CARAGA. This significant geographical clustering indicates that the findings of this study predominantly reflect the socio-economic conditions, employment opportunities, and workforce characteristics of Central Visayas. While this concentration provides detailed insights into the region’s hospitality labor market, it also limits the generalizability of results to other regions in the Visayas and Mindanao, which may have different industry demands, workforce compositions, and employment trends (Philippine Statistics Authority [PSA], 2021; Heeringa, West, & Berglund, 2017).

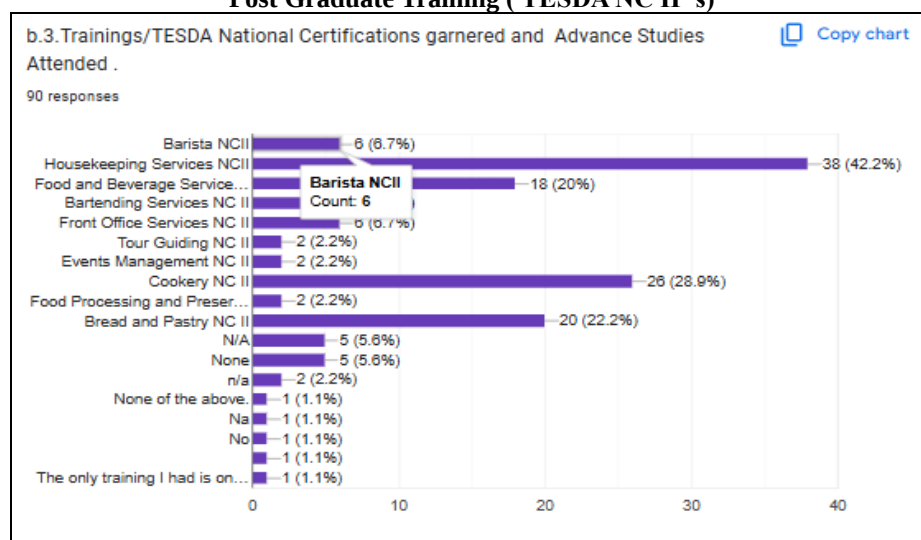
In terms of educational background, the sample is highly specialized: 94.8% of respondents are BSHRM or HM graduates, 5.8% are undergraduates at the college level, and only a small fraction are pursuing advanced degrees, with 2.6% in Master’s programs and 0.6% in Doctoral programs. This distribution underscores that the study focuses on a workforce with foundational hospitality education, reflecting typical operational-level staffing in hotels, resorts, and food and beverage establishments (Creswell & Creswell, 2018; Baum, 2015). The dominance of bachelor’s-level education highlights the alignment of industry needs with practical training rather than advanced academic qualifications, which are more relevant to managerial or research-oriented roles.

The evaluation of TESDA National Certifications (NC II) among 90 respondents further reinforces the profile of this workforce as operationally skilled. The most commonly held certifications include Housekeeping Services NC II (42.2%), Cookery NC II (28.9%), Bread and Pastry NC II (22.2%), and Food and Beverage Service NC II (20%). Smaller percentages hold Barista and Front Office Services certifications (6.7% each),

while some (16.7%) have no certifications. This distribution indicates that respondents possess strong “back-of-house” competencies in housekeeping and culinary services, which are essential for meeting the staffing and operational requirements of the Philippine hospitality industry (Sigala, 2018; Baum, 2015). Such technical skills are particularly valuable in a region like Central Visayas, which has a high concentration of hotels, resorts, and food establishments catering to both domestic and international tourists.

Synthesizing these findings, the study paints a picture of a highly localized and skilled group of hospitality professionals, with education and technical certifications tailored toward operational roles in the industry. Overall, the data suggest that the graduates of BSHRM and HM programs in University of Cebu-Main Campus College of Hospitality Management are well-equipped for immediate employment in operational positions, with strong technical proficiency in housekeeping, culinary arts, and food and beverage services. This reinforces the importance of region-specific workforce planning and curriculum design, ensuring that academic and certification programs continue to meet the practical demands of the local hospitality industry.

**Table 6.1**  
**Post Graduate Training ( TESDA NC II 's)**



The analysis of TESDA National Certifications (NC II) among 90 respondents highlights the technical skill profile of hospitality graduates in the southern Philippines. The most prevalent certification among respondents is Housekeeping Services NC II, held by 42.2% (38 individuals), followed by Cookery NC II at 28.9% (26 respondents), Bread and Pastry NC II at 22.2% (20 respondents), and Food and Beverage Service NC II at 20% (18 respondents). Smaller percentages of respondents hold specialized certifications such as Barista NC II and Front Office Services NC II (both at 6.7%), and Tour Guiding or Events Management NC II (both at 2.2%). These figures indicate that the majority of the respondents have formal training in “back-of-house” operations, particularly in housekeeping and culinary skills, which are essential functions within hotels, restaurants, and other hospitality establishments (Creswell & Creswell, 2018; Baum, 2015).

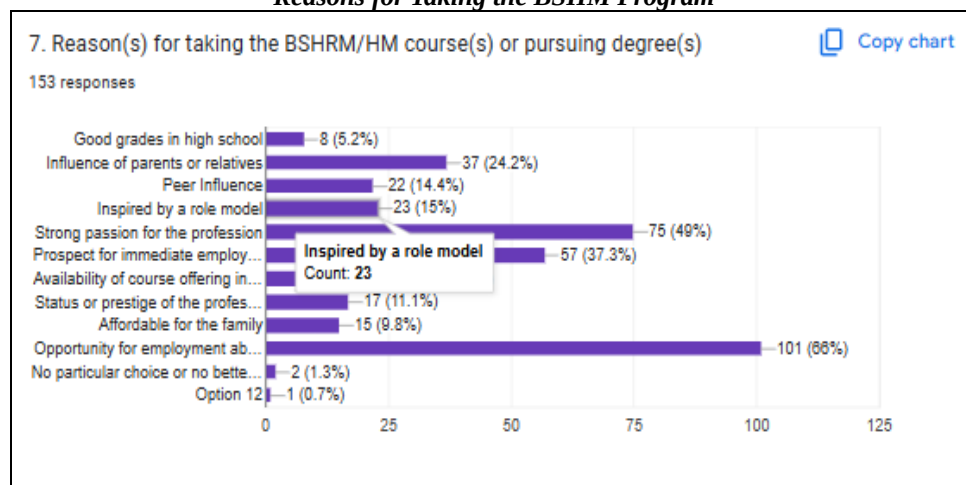
The prominence of Housekeeping and Cookery NC II certifications suggests that graduates are particularly prepared for core operational roles that demand hands-on expertise. Housekeeping skills, for instance, are critical to maintaining service quality and guest satisfaction in lodging establishments, while proficiency in Cookery and Bread and Pastry aligns with the high standards of food preparation expected in hotel kitchens and restaurants (Philippine Skills Development Authority [TESDA], 2020). Food and Beverage Service NC II, though slightly lower in prevalence, reflects a complementary skill set necessary for frontline service operations, including the proper handling, preparation, and presentation of meals and beverages. These operational competencies are in line with the employability trends in the Philippine hospitality industry, where employers often prioritize certified practical skills over advanced academic degrees for entry-to-mid-level positions (Heeringa, West, & Berglund, 2017; Sigala, 2018).

The smaller share of respondents holding specialized certifications, such as Barista, Front Office Services, Tour Guiding, and Events Management, points to emerging areas of niche expertise within the hospitality workforce. While these skills may not be as prevalent, they cater to the growing demand for diversified services in the tourism sector, including specialty coffee preparation, guest relations, guided tours, and event coordination.

(Baum, 2015; Sigala, 2018). The relatively low percentages indicate that such advanced or specialized training is less common, potentially reflecting limited access, additional training costs, or a focus on operational competencies that are immediately required in hospitality establishments.

Overall, the data on TESDA National Certifications illustrate a workforce that is technically skilled and operationally ready. The high prevalence of Housekeeping and Culinary certifications confirms that graduates are equipped with practical, industry-relevant competencies that enhance employability and efficiency in hospitality operations. This aligns with Creswell and Creswell's (2018) assertion that sampling individuals with specialized qualifications provides "information-rich" data for understanding professional capabilities within a targeted sector. Moreover, the possession of these certifications underscores the role of TESDA and other vocational programs in bridging the gap between formal education and industry requirements, ensuring that graduates are prepared for immediate integration into the workforce (TESDA, 2020; Heeringa et al., 2017).

**Table 7**  
**Reasons for Taking the BSHM Program**



The survey results reveal a diverse range of motivations among students who pursued a Bachelor of Science in Hotel and Restaurant Management (BSHRM) or Hospitality Management (HM), with the most prominent reason being the opportunity for employment abroad, cited by 68% of respondents. This finding reflects the strong appeal of international labor markets for Filipino hospitality graduates, who are often sought after for their service orientation, adaptability, and English proficiency. According to the International Labour Organization (2025), the Philippines remains one of the top labor-exporting countries, with hospitality among the most in-demand sectors globally. This global orientation suggests that students view the BSHRM/HM degree not only as a local credential but as a strategic pathway to economic mobility and overseas employment.

The second most cited reason was a strong passion for the profession, reported by 49% of respondents. This indicates that nearly half of the students were intrinsically motivated by their interest in hospitality work, which aligns with the Commission on Higher Education's (CHED, 2024) learner-centered framework that emphasizes personal aspirations and vocational identity in academic decision-making. Passion-driven learners are more likely to persist in their studies and pursue long-term careers in the field, contributing to higher retention and job satisfaction.

Practical considerations also played a significant role, with 37.3% of respondents choosing the course due to the prospect of immediate employment. Hospitality programs are widely available and often include internships and job placement support, making them attractive to students seeking quick entry into the workforce. The Philippines Labour Market Profile 2025/2026 confirms that hospitality graduates enjoy relatively high employability due to the sector's consistent demand and service-based nature (Ulandssekretariatet, 2025).

Social influences were also evident, with 24.2% of respondents citing the influence of parents or relatives, 14.4% citing peer influence, and 15% inspired by role models. These findings highlight the role of familial and community networks in shaping educational choices, particularly in collectivist cultures like the Philippines. Additionally, 18.3% of respondents noted the availability of the course offering as a factor, while 11.1% were motivated by the status or prestige of the profession. Economic considerations were reflected in the 9.8% who chose the course because it was affordable for their family.

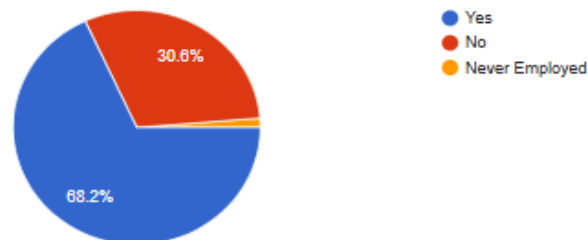
Only a small fraction of respondents—1.3%—indicated that they had no particular choice or better option, suggesting that most students made intentional and informed decisions about their academic paths. Overall, the

data underscores the multifaceted nature of educational motivation, combining economic aspirations, personal passion, social influence, and practical accessibility. These insights can inform curriculum development, career guidance, and institutional strategies aimed at enhancing student engagement and graduate outcomes.

**Table 8**  
**Respondents Classified as Employed or Unemployed**

8. Are you presently employed?

157 responses



The survey reveals that 68.2% of respondents are currently employed, suggesting a relatively strong labor market presence among the group, while 30.8% are unemployed and a small fraction (around 1%) have never held a job—highlighting both workforce engagement and potential areas for economic intervention.

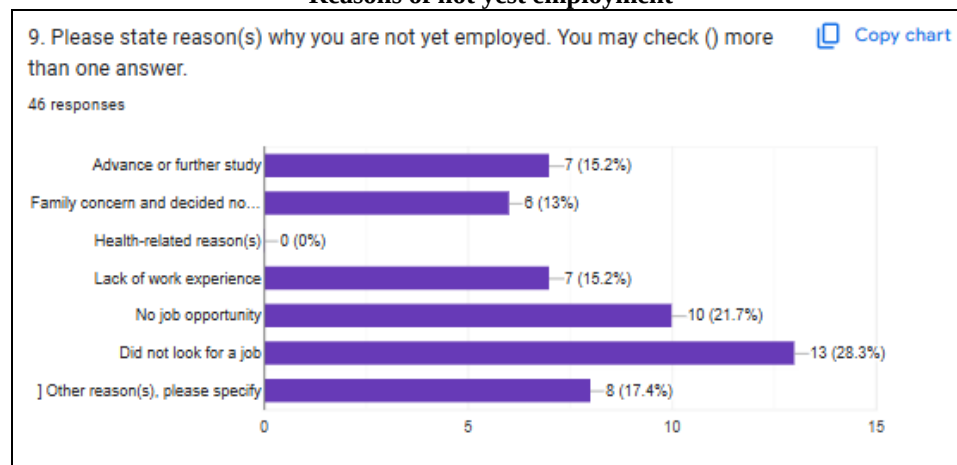
The pie chart depicting responses to the question “Are you presently employed?” offers a compelling snapshot of labor force participation within a sample of 157 individuals. A significant majority—68.2%—reported being employed, indicating that most respondents are actively engaged in the workforce. This figure aligns with broader global employment trends, where the International Labour Organization (ILO) projects a global unemployment rate of 5% in 2026, suggesting that many regions are experiencing relatively stable labor market conditions. The high employment rate in this survey may reflect access to job opportunities, effective labor market policies, or demographic factors such as age and education level.

Conversely, 30.8% of respondents indicated they are not currently employed, which is a substantial minority. This group could include individuals between jobs, recent graduates, or those facing barriers to employment such as skill mismatches or economic downturns. According to the ManpowerGroup Employment Outlook Survey for Q1 2026, 16% of employers globally anticipate a decrease in hiring, which may contribute to the challenges faced by this segment of the population. The presence of a sizable unemployed group underscores the importance of targeted interventions such as job training programs, career counseling, and economic stimulus measures to support re-entry into the workforce.

The smallest segment—those who have never been employed, comprising roughly 1% of respondents—offers insight into the demographic composition of the survey. This group may consist of younger individuals, students, or those who have opted out of formal employment due to caregiving responsibilities or other personal circumstances. Their minimal representation suggests that most respondents have had some exposure to the labor market, which could be beneficial in terms of transferable skills and employability.

Taken together, these findings provide a nuanced view of employment dynamics. While the majority are employed, the notable proportion of unemployed individuals signals potential vulnerabilities in the labor market. Policymakers and labor organizations can use such data to tailor strategies that promote inclusive employment growth. For instance, the Philippines Labour Market Profile 2025/2026 emphasizes the importance of creating decent jobs and extending social protection to address labor market disparities. Understanding the distribution of employment status helps identify where support is most needed and informs efforts to build a resilient and equitable workforce.

**Table 9**  
**Reasons of not yet employment**



The survey results reveal that the most common reasons for unemployment among respondents are not actively seeking employment (28.3%) and lack of job opportunities (21.7%), underscoring both personal choice and structural barriers in the labor market. These findings reflect broader national trends and highlight areas where policy intervention and labor market reforms could be most impact.

The bar chart summarizing responses to the question “Please state reason(s) why you are not yet employed” provides valuable insight into the multifaceted nature of unemployment among 46 individuals. The most frequently cited reason—“Did not look for a job” (28.3%)—suggests that a significant portion of the unemployed population may be voluntarily out of the labor force. This could be due to discouragement, lack of motivation, or prioritization of other life goals. According to the Philippines Labour Market Profile 2025/2026, voluntary non-participation is often linked to inadequate social protection and limited access to decent work, which can discourage job-seeking behavior (Ulandssekretariatet, 2025).

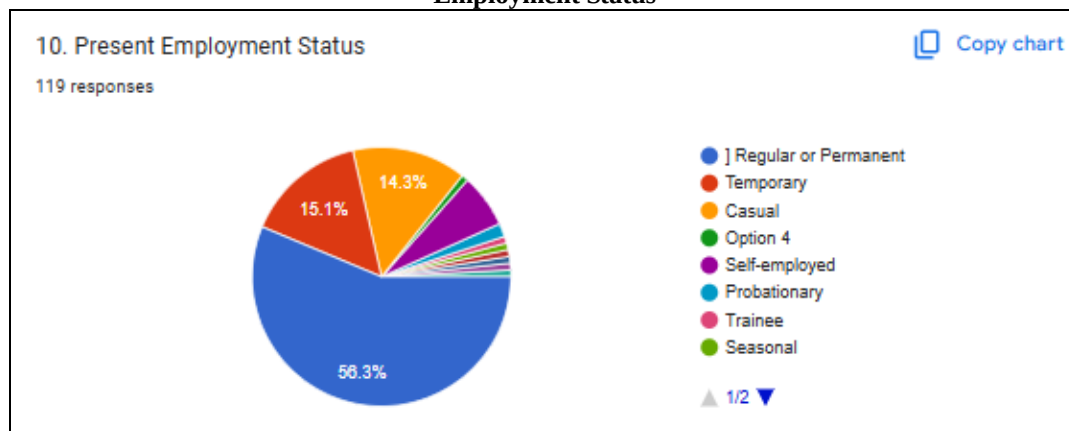
The second most common reason—“No job opportunity” (21.7%)—points to structural issues in the labor market. This aligns with findings from the International Labour Organization (ILO), which projects that while the Philippines’ unemployment rate may decline by 2026, the employment rate is expected to dip to 59.1%, lower than the Southeast Asian average of 64.2% (International Labour Organization, 2025). This discrepancy suggests that while more people may be technically employed, the quality and availability of jobs remain a concern. The lack of job opportunities may be exacerbated by regional disparities, skill mismatches, and limited investment in job-generating sectors.

Other notable reasons include “Lack of work experience” (15.2%) and “Advance or further study” (15.2%), which reflect transitional phases in individuals’ careers. These responses are common among younger populations and recent graduates who may be preparing for future employment or facing entry-level barriers. The Department of Labor and Employment (DOLE) emphasizes the importance of youth employment programs and internship opportunities to bridge this gap (DOLE, 2024). Meanwhile, “Family concern and decided not to work” (13%) and “Other reasons” (17.4%) highlight personal and contextual factors that influence labor force participation, such as caregiving responsibilities, cultural expectations, or health limitations—even though no respondents cited health-related reasons explicitly.

The absence of health-related barriers in this dataset may reflect the relatively young and healthy demographic of the respondents or underreporting due to stigma. Nonetheless, the diversity of reasons underscores the need for a nuanced approach to employment policy—one that addresses both supply-side factors (skills, education, motivation) and demand-side constraints (job creation, labor market access).

In conclusion, the survey illustrates that unemployment is not solely a result of economic conditions but also shaped by individual choices, systemic limitations, and socio-cultural dynamics. Addressing these issues requires coordinated efforts across education, labor, and social welfare sectors to ensure inclusive and sustainable employment outcomes.

**Table 10**  
**Employment Status**



The survey data on present employment status reveals that a majority of respondents (56.3%) hold regular or permanent positions, while the rest are distributed across various forms of non-standard employment such as temporary, casual, probationary, and self-employment. This distribution reflects both stability and precarity within the labor market, highlighting the need for inclusive labor policies that address the diversity of employment arrangements.

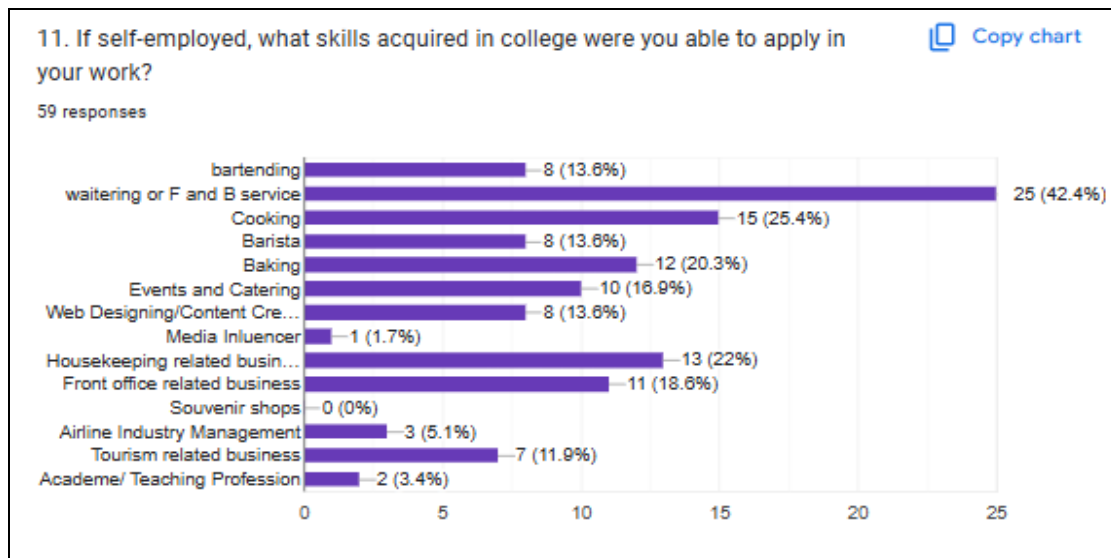
Out of 119 responses, the largest segment—56.3%—reported being in regular or permanent employment, indicating a relatively stable core workforce. This is a positive indicator, as permanent employment is often associated with better job security, access to benefits, and long-term career development. According to the Philippines Labour Market Profile 2025/2026, regular employment remains the dominant form of work in the formal sector, particularly in urban areas and among workers with higher education levels (Ulandssekretariatet, 2025).

However, the remaining 43.7% of respondents are spread across various forms of non-standard employment, including temporary (15.1%), casual (14.3%), probationary, seasonal, trainee, and self-employed categories. This fragmentation reflects the growing prevalence of flexible and informal work arrangements, which are often characterized by lower wages, limited social protection, and reduced job security. The International Labour Organization (ILO) notes that globally, non-standard forms of employment have increased due to digitalization, outsourcing, and the rise of the gig economy, which can lead to both opportunities and vulnerabilities for workers (International Labour Organization, 2025).

The presence of self-employed and seasonal workers in the dataset also points to the role of entrepreneurship and informal labor in the Philippine economy. The Department of Labor and Employment (DOLE) emphasizes that while self-employment can foster innovation and independence, it often lacks the protections afforded to formal employees, such as health insurance and retirement benefits (DOLE, 2024). Similarly, seasonal and casual employment is common in agriculture, tourism, and retail sectors, where demand fluctuates throughout the year.

The diversity of employment statuses captured in this survey underscores the complexity of the labor market. While a majority enjoy stable employment, a significant portion of the workforce operates under precarious conditions. This calls for labor policies that extend protections to non-standard workers, promote decent work, and ensure that all forms of employment contribute to inclusive economic growth. Strengthening labor rights, expanding access to social protection, and investing in workforce development are essential steps toward achieving these goals.

**Table 11**  
**What skills acquired in college were you able to apply in your work?**



The survey results reveal that among self-employed individuals, the most commonly applied college-acquired skill is waitering or food and beverage (F&B) service (42.4%), followed by cooking (25.4%) and housekeeping-related business (22%). These findings highlight the practical relevance of hospitality and service-oriented education in entrepreneurial ventures, particularly in the Philippine context.

Out of 59 responses, the dominant skill applied in self-employment is waitering or F&B service, cited by 42.4% of respondents. This suggests that many self-employed individuals are leveraging their hospitality training to operate or manage food-related businesses such as restaurants, catering services, or mobile food stalls. The Philippines Labour Market Profile 2025/2026 notes that the hospitality and tourism sectors remain vital contributors to employment, especially in urban and tourist-heavy regions (Ulandssekretariatet, 2025). The high application of F&B service skills reflects the sector's accessibility and demand, making it a viable path for self-employment.

Cooking (25.4%) and baking (20.3%) also rank highly, indicating that culinary skills are central to many entrepreneurial endeavors. These skills are often used in small-scale food production, home-based businesses, and catering services. According to the Department of Trade and Industry (DTI), food businesses account for a significant portion of micro, small, and medium enterprises (MSMEs) in the Philippines, with many entrepreneurs starting with minimal capital and scaling through community support and digital marketing (DTI, 2025).

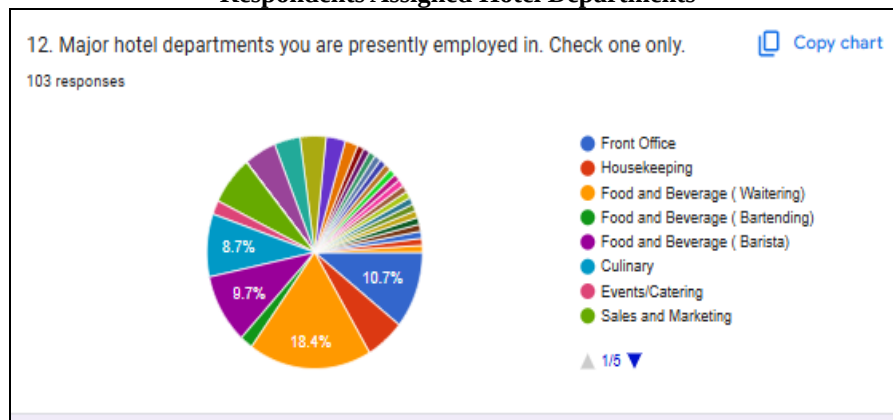
Housekeeping-related businesses (22%) and front office-related businesses (18.6%) show that service and operations management skills are also being utilized in self-employment. These may include cleaning services, lodging operations, or administrative support roles. The International Labour Organization (ILO) emphasizes that technical and vocational education plays a crucial role in preparing individuals for self-employment, especially in informal sectors where formal job opportunities are limited (ILO, 2025).

Interestingly, web designing/content creation (13.6%) and barista skills (13.6%) are equally represented, suggesting a diversification of self-employment avenues. Digital skills are increasingly valuable, especially for freelancers and online entrepreneurs. Meanwhile, barista training supports the growth of coffee shops and beverage kiosks, which have become popular among young entrepreneurs.

Less commonly applied skills include tourism-related business (11.9%), airline industry management (5.1%), and academic/teaching profession (3.4%), indicating that while these fields are taught in college, they may require more formal employment settings or specialized credentials to be fully utilized. The Commission on Higher Education (CHED) has advocated for curriculum reforms that better align college programs with entrepreneurial outcomes, especially in tourism and education sectors (CHED, 2025).

The absence of responses for souvenir shops and the low uptake of media influencer roles (1.7%) suggest that either these areas are less emphasized in college training or are perceived as less viable for self-employment. This highlights the importance of updating educational programs to reflect emerging industries and digital platforms. The data underscores the strong link between hospitality-related education and self-employment success. It also points to the need for broader skill development in digital, creative, and specialized fields to expand entrepreneurial opportunities. Strengthening college curricula to include practical, market-driven skills can empower graduates to pursue sustainable self-employment paths.

**Table 12**  
**Respondents Assigned Hotel Departments**



The survey results show that the largest share of hotel employees (18.4%) work in housekeeping, followed by front office (10.7%) and food and beverage roles such as waitering (9.7%) and bartending (8.7%). This distribution reflects the operational priorities of the hospitality industry and the skill alignment of graduates entering the workforce.

Out of 103 responses, housekeeping emerged as the most common department of employment, accounting for 18.4% of respondents. This is consistent with the structure of hotel operations, where housekeeping plays a critical role in maintaining service quality and guest satisfaction. According to the Philippines Labour Market Profile 2025/2026, housekeeping is one of the most labor-intensive departments in the hospitality sector, often employing a large number of entry-level workers and vocational graduates (Ulandssekretariatet, 2025).

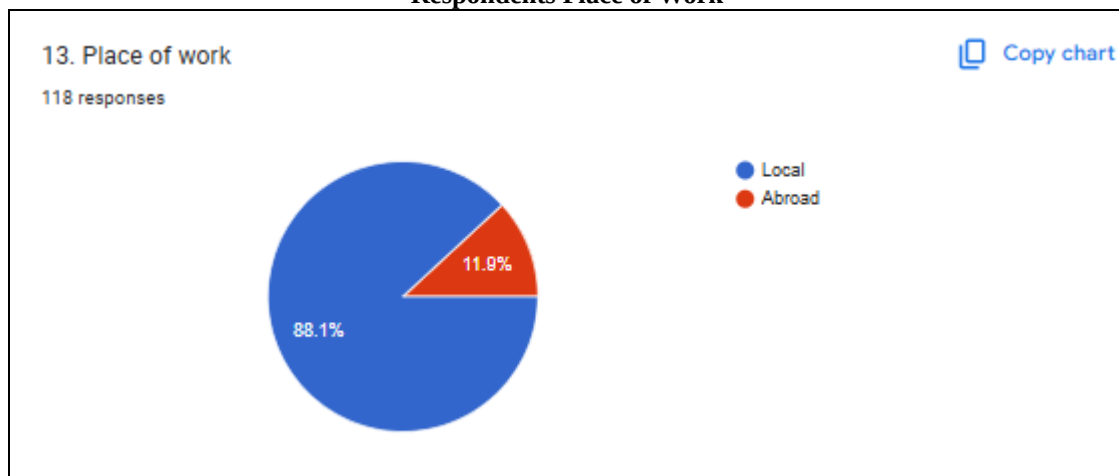
The front office, with 10.7% of respondents, is another key area of employment. This department typically requires strong communication and customer service skills, and is often the first point of contact for guests. The Department of Tourism (DOT) has emphasized the importance of front office roles in shaping guest experiences and promoting tourism competitiveness in the Philippines (DOT, 2025).

Food and beverage roles are also well represented, with waitering (9.7%), bartending (8.7%), and barista positions contributing to the workforce. These roles are essential in hotel restaurants, bars, and cafes, and often serve as entry points for hospitality careers. The International Labour Organization (ILO) notes that food and beverage services are among the fastest-growing segments in the global hospitality industry, driven by rising tourism and changing consumer preferences (ILO, 2025).

Other departments such as culinary, events/catering, and sales and marketing are present but less dominant in the data. This may reflect the specialized nature of these roles or the limited availability of such positions in smaller hotel operations. Nonetheless, these areas offer opportunities for career advancement and skill diversification, especially for graduates with targeted training.

The distribution of employment across hotel departments highlights the practical application of hospitality education and the demand for operational roles. It also underscores the need for curriculum alignment with industry needs, ensuring that graduates are equipped with relevant skills for high-demand departments. Strengthening partnerships between educational institutions and hotel employers can further enhance job placement and workforce readiness.

**Table 13**  
**Respondents Place of Work**



The survey results show that 88.1% of respondents work locally, while 11.9% are employed abroad. This distribution reflects the strong domestic absorption of labor in the Philippines, but also highlights the enduring role of overseas employment as a livelihood strategy.

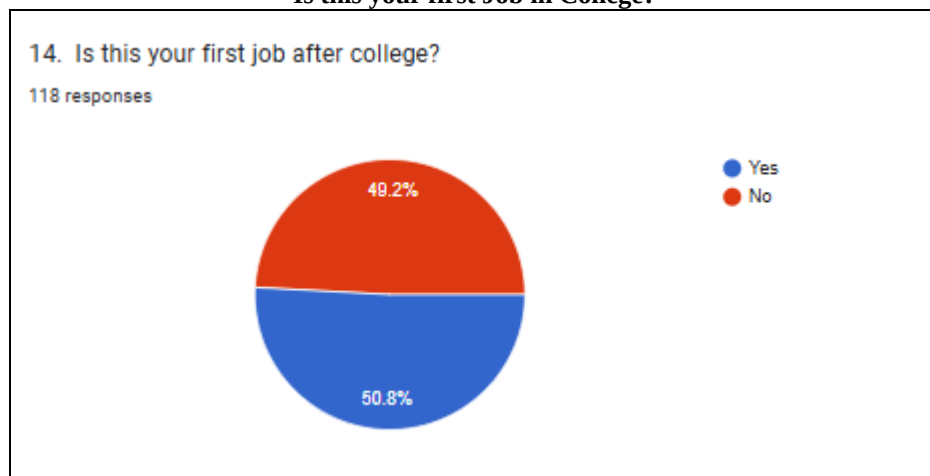
Out of 118 responses, the overwhelming majority—88.1%—reported working within the Philippines. This suggests that local industries, particularly in hospitality, tourism, and services, are capable of absorbing a significant portion of the workforce. According to the Philippines Labour Market Profile 2025/2026, domestic employment has remained relatively stable, with urban centers like Metro Manila, Cebu, and Davao offering diverse job opportunities for graduates and skilled workers (Ulandssekretariatet, 2025). The Department of Labor and Employment (DOLE) has also expanded job facilitation programs and strengthened public-private partnerships to boost local employment (DOLE, 2025).

However, the 11.9% of respondents working abroad underscores the continued relevance of overseas employment. The Philippines has long been one of the world's top labor-exporting countries, with millions of Overseas Filipino Workers (OFWs) contributing to the economy through remittances. The International Labour Organization (ILO) notes that overseas employment is often driven by higher wages, better working conditions, and career advancement opportunities not readily available at home (ILO, 2025). Popular destinations include the Middle East, Southeast Asia, and Europe, where Filipino workers are valued for their hospitality, caregiving, and technical skills.

The relatively small proportion of respondents working abroad may reflect several factors: the survey's demographic composition, recent shifts in migration patterns, or the impact of global labor market changes. For instance, stricter immigration policies and evolving demand for foreign labor have influenced the flow of OFWs in recent years. Moreover, the COVID-19 pandemic and its aftermath led to a temporary decline in overseas deployment, prompting many Filipinos to seek opportunities locally.

This data highlights the dual nature of the Philippine labor market—one that supports robust domestic employment while maintaining a steady stream of labor migration. It also points to the importance of enhancing local job quality to reduce dependency on overseas work. Investments in education, infrastructure, and industry diversification can help create sustainable employment at home, while continued support for OFWs ensures their protection and reintegration.

**Table 14**  
**Is this your first job in College?**



The survey results show a nearly even split between respondents who are in their first job after college (50.8%) and those who are not (48.2%), indicating diverse career trajectories and varying levels of workforce experience among graduates. This balance reflects both the accessibility of employment opportunities and the fluidity of post-college career paths in the Philippines.

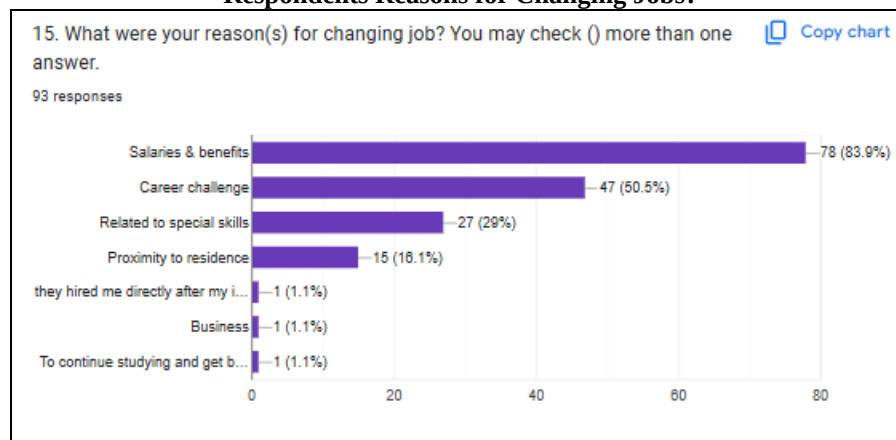
Out of 118 responses, 50.8% of individuals reported that their current role is their first job after college, suggesting that many graduates are able to transition directly into the workforce. This is a positive indicator of job market absorption and may reflect the effectiveness of career placement programs, internships, and industry linkages offered by higher education institutions. According to the Philippines Labour Market Profile 2025/2026, the country has seen improvements in graduate employability, particularly in sectors like hospitality, business process outsourcing (BPO), and retail (Ulandssekretariatet, 2025).

On the other hand, 48.2% of respondents indicated that they have held previous jobs since graduating. This group may include individuals who have changed careers, pursued short-term contracts, or explored various industries before settling into their current roles. The Department of Labor and Employment (DOLE) notes that job mobility is increasingly common among young professionals, driven by the search for better compensation, career growth, and work-life balance (DOLE, 2025). This trend reflects a shift away from traditional long-term employment toward more dynamic and flexible career paths.

The near parity between first-time job holders and experienced workers also suggests that the labor market is accommodating both fresh graduates and those with prior work experience. This diversity can be beneficial for employers seeking a mix of new perspectives and seasoned skills. However, it also underscores the importance of continuous learning and adaptability, as workers navigate changing job demands and evolving industry standards.

Moreover, the data may reflect broader economic conditions and employment patterns. For instance, the International Labour Organization (ILO) highlights that in Southeast Asia, many young workers engage in short-term or informal employment before securing stable positions, often due to limited access to formal job opportunities or economic constraints (ILO, 2025). This reality reinforces the need for policies that support decent work, career development, and labor market inclusion. The survey reveals a balanced mix of first-time and experienced employees, pointing to a dynamic post-college employment landscape. Strengthening career guidance, expanding job matching services, and promoting lifelong learning can help graduates navigate this landscape more effectively and build sustainable careers.

**Table 15**  
**Respondents Reasons for Changing Jobs?**



The survey results show that the primary reason respondents changed jobs was to seek better salaries and benefits (83.9%), followed by career challenges (50.5%). These findings reflect the economic motivations and professional aspirations driving workforce mobility in the Philippines.

Out of 93 responses, a striking 83.9% of individuals cited salaries and benefits as their main reason for changing jobs. This overwhelming majority underscores the central role of financial compensation in employment decisions. According to the Philippines Labour Market Profile 2025/2026, wage dissatisfaction remains a leading factor in job turnover, especially among young professionals and entry-level workers (Ulandssekreteriatet, 2025). The rising cost of living and limited wage growth in certain sectors have intensified the demand for better-paying opportunities.

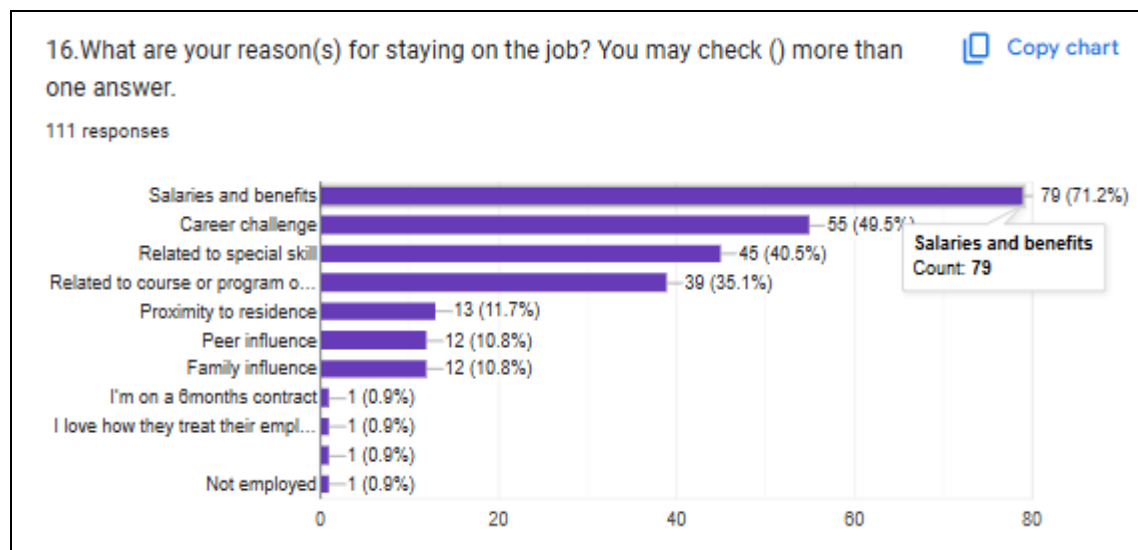
The second most common reason—career challenge (50.5%)—suggests that many workers are motivated by personal growth and professional development. This aligns with findings from the Department of Labor and Employment (DOLE), which highlight that career advancement and skill utilization are key drivers of job mobility, particularly among college-educated workers (DOLE, 2025). Employees often seek roles that offer greater responsibility, learning opportunities, or alignment with long-term goals.

Other notable reasons include related to special skills (29%), indicating that some respondents changed jobs to better apply their expertise. This reflects the importance of job-skill matching, which the International Labour Organization (ILO) emphasizes as critical for improving productivity and job satisfaction (ILO, 2025). Meanwhile, proximity to residence (16.1%) shows that location and commuting convenience also influence employment choices, especially in urban areas with traffic congestion and high transportation costs.

Less frequent responses—such as being hired directly after internship, pursuing business, or continuing studies (each at 1.1%)—highlight individual circumstances that shape career decisions. These may represent transitional phases, entrepreneurial ambitions, or educational pursuits that temporarily shift employment priorities.

- Overall, the data reveals that job changes are primarily driven by economic incentives and career aspirations, with personal and contextual factors playing secondary roles. This underscores the need for employers to offer competitive compensation, clear career pathways, and supportive work environments to retain talent. It also points to the importance of labor market policies that promote decent work, skill development, and geographic accessibility.

**Table 16**  
**Respondents Reasons for staying on the Job**



The survey results show that the top reason respondents stay in their current jobs is salaries and benefits (71.2%), followed by career challenge (49.5%) and alignment with special skills (40.5%). These findings reflect a blend of financial motivation, professional growth, and personal fulfillment as key drivers of job retention.

Out of 111 responses, salaries and benefits were cited by 71.2% of participants as the primary reason for staying in their jobs. This underscores the critical role of compensation in employee satisfaction and retention. According to the Philippines Labour Market Profile 2025/2026, competitive pay and benefits are consistently ranked as top priorities for Filipino workers, especially in urban centers where living costs are higher (Ulandssekretariatet, 2025). Employers who offer attractive compensation packages are more likely to retain talent and reduce turnover.

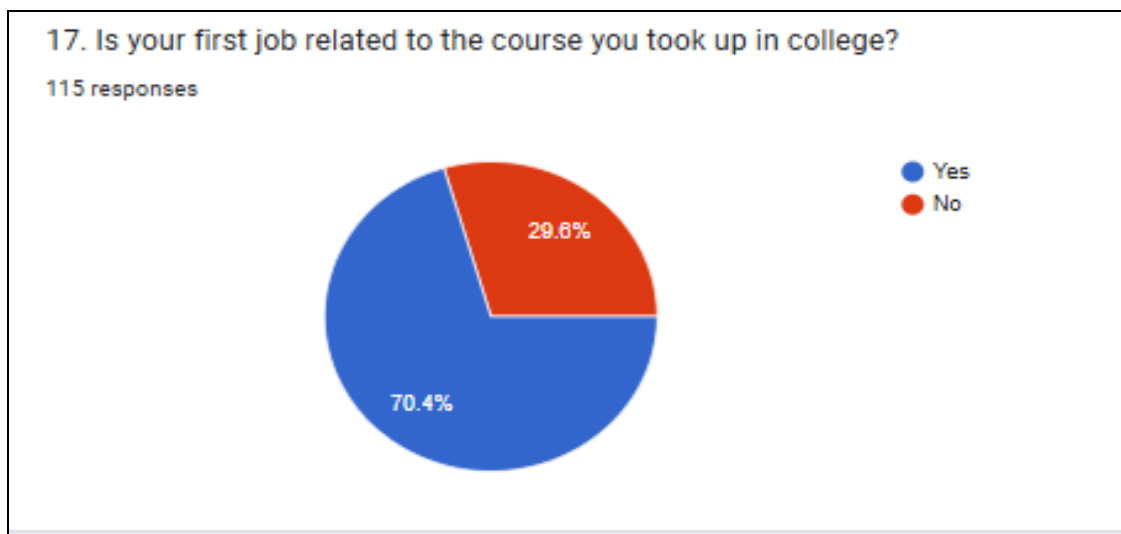
The second most cited reason—career challenge (49.5%)—suggests that many employees value roles that offer growth, learning, and meaningful responsibilities. This aligns with findings from the Department of Labor and Employment (DOLE), which emphasize that career development opportunities are essential for workforce engagement and long-term retention (DOLE, 2025). Workers who feel challenged and supported in their professional journey are more likely to stay committed to their organizations.

Related to special skill (40.5%) and related to course or program of study (35.1%) indicate that job alignment with personal competencies and educational background also plays a significant role in retention. These factors reflect the importance of job-skill matching, which the International Labour Organization (ILO) identifies as a key strategy for improving job satisfaction and productivity (ILO, 2025). When employees can apply their training and expertise, they are more likely to feel competent and fulfilled.

Less common reasons include proximity to residence (11.7%), peer influence (10.8%), and family influence (10.8%), which highlight the role of social and logistical factors in employment decisions. While these may not be primary motivators, they contribute to overall job satisfaction and convenience. Interestingly, only 0.9% of respondents cited reasons such as being on a contract, loving how they are treated, or not being employed, suggesting that emotional and circumstantial factors are less influential in this context.

- In summary, the data reveals that job retention is driven by a combination of financial incentives, career development, and skill alignment. Employers aiming to retain staff should focus on offering competitive compensation, fostering professional growth, and ensuring roles are well-matched to employees' strengths and education. These strategies not only enhance retention but also contribute to a more motivated and productive workforce.

**Table 17**  
**Respondents First Job After College**



The survey results show that 70.4% of respondents reported their first job after college was related to their course of study, while 29.6% said it was not. This suggests a strong alignment between higher education and initial employment, though a notable portion of graduates still enter fields outside their academic background.

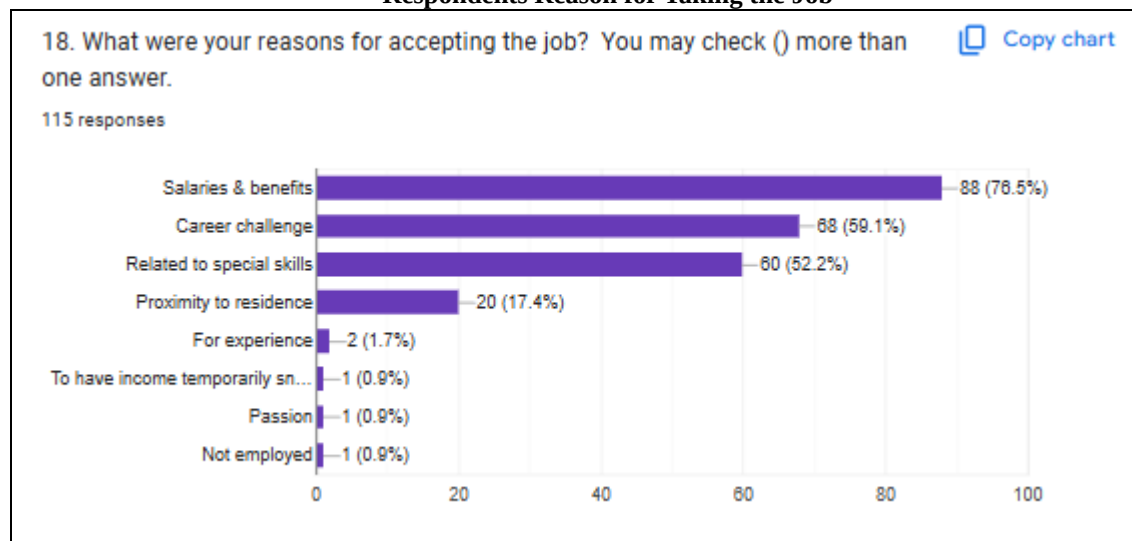
Out of 115 responses, the majority—70.4%—indicated that their first job was related to their college course, reflecting a positive outcome for educational relevance and job matching. This alignment is often the result of targeted academic programs, industry partnerships, and internship opportunities that prepare students for specific career paths. According to the Philippines Labour Market Profile 2025/2026, graduates from hospitality, business, and health-related programs are more likely to find employment in fields directly connected to their studies (Ulandssekretariatet, 2025). This trend supports the effectiveness of curriculum design and the responsiveness of certain sectors to educational outputs.

However, 29.6% of respondents reported that their first job was not related to their college course, highlighting a gap between academic preparation and labor market realities. This may be due to limited job availability in specialized fields, economic necessity, or personal career shifts. The Commission on Higher Education (CHED) has acknowledged that while many programs aim for direct employability, some graduates must adapt to broader job markets, especially in times of economic uncertainty or regional labor mismatches (CHED, 2025). Additionally, the rise of flexible and gig-based work has enabled graduates to explore roles outside their formal training.

The data also reflects the importance of transferable skills—such as communication, problem-solving, and digital literacy—which allow graduates to succeed in diverse roles regardless of their academic background. The International Labour Organization (ILO) emphasizes that in a rapidly evolving job market, adaptability and lifelong learning are crucial for career resilience (ILO, 2025). This is particularly relevant in the Philippines, where economic shifts and technological advancements continue to reshape employment landscapes.

3. In summary, while most respondents found their first job aligned with their college education, a significant minority ventured into unrelated fields. This duality underscores the need for both specialized training and flexible skill development in higher education. Strengthening career guidance, expanding internship programs, and fostering industry-academic collaboration can help bridge the gap and support smoother transitions from college to career.

**Table 18**  
**Respondents Reason for Taking the Job**



The survey results show that the top reasons respondents accepted their jobs were salaries and benefits (76.5%), career challenge (59.1%), and alignment with special skills (52.2%). These findings reflect a blend of financial motivation, professional ambition, and personal competency as key drivers of job acceptance among Filipino workers.

Out of 115 responses, the most cited reason—salaries and benefits (76.5%)—underscores the central role of compensation in employment decisions. This aligns with national labor trends, where wage competitiveness remains a top priority for job seekers. According to the *Philippines Labour Market Profile 2025/2026*, financial incentives are especially critical for young professionals entering the workforce, as they navigate rising living costs and economic pressures (Ulandssekretariatet, 2025). Employers offering attractive compensation packages are more likely to attract and retain talent.

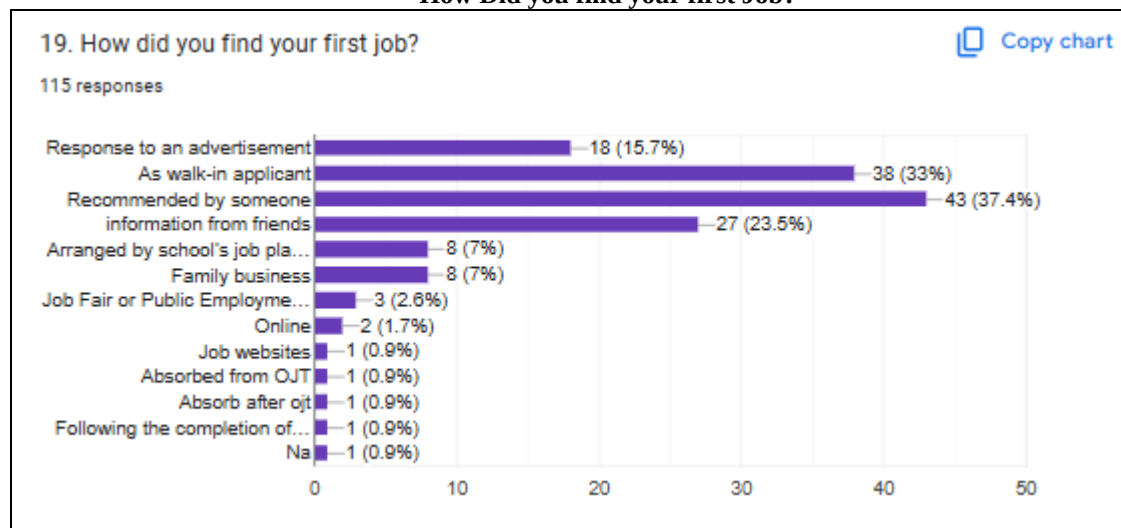
The second most common reason—career challenge (59.1%)—suggests that many respondents are motivated by opportunities for growth, learning, and meaningful work. This reflects a shift in workforce values, where employees seek roles that not only pay well but also offer personal and professional development. The *Department of Labor and Employment (DOLE)* highlights that career advancement and skill-building are increasingly important to Filipino workers, particularly in competitive sectors like hospitality, IT, and business services (DOLE, 2025).

Related to special skills (52.2%) indicates that job acceptance is also influenced by the opportunity to apply one's competencies. This is consistent with the *International Labour Organization (ILO)*'s emphasis on job-skill matching, which enhances productivity and job satisfaction (ILO, 2025). When workers feel their abilities are valued and utilized, they are more likely to commit to their roles and perform effectively.

Other reasons such as proximity to residence (17.4%), for experience (1.7%), and passion (0.9%) show that logistical and emotional factors also play a role, albeit to a lesser extent. These responses reflect individual circumstances and personal values, which can influence job decisions beyond economic and professional considerations.

In summary, the data reveals that job acceptance is driven by a combination of financial, developmental, and skill-based motivations. Employers seeking to attract qualified candidates should focus on competitive compensation, clear career pathways, and roles that align with workers' strengths. These strategies not only enhance recruitment but also contribute to a more engaged and resilient workforce.

**Table 19**  
**How Did you find your first Job?**



The survey results show that the most common method respondents used to find their first job was through personal connections—either being recommended by someone (37.4%) or applying as a walk-in (33%). These findings highlight the importance of informal networks and direct engagement in job acquisition among Filipino workers.

Out of 115 responses, the top method—recommended by someone (37.4%)—underscores the critical role of social capital in employment. In the Philippines, referrals from family, friends, or professional contacts are often more effective than formal applications, especially in industries like hospitality, retail, and small business. According to the *Philippines Labour Market Profile 2025/2026*, informal hiring practices remain prevalent, particularly in micro and small enterprises where trust and familiarity are valued (Ulandssekretariatet, 2025).

The second most common method—walk-in applications (33%)—reflects a proactive approach to job seeking. This method is especially common in service-oriented sectors where employers may prefer face-to-face interactions and immediate availability. The *Department of Labor and Employment (DOLE)* notes that walk-in applications are still widely accepted in local businesses, and job seekers often visit multiple establishments in a day to increase their chances of employment (DOLE, 2025).

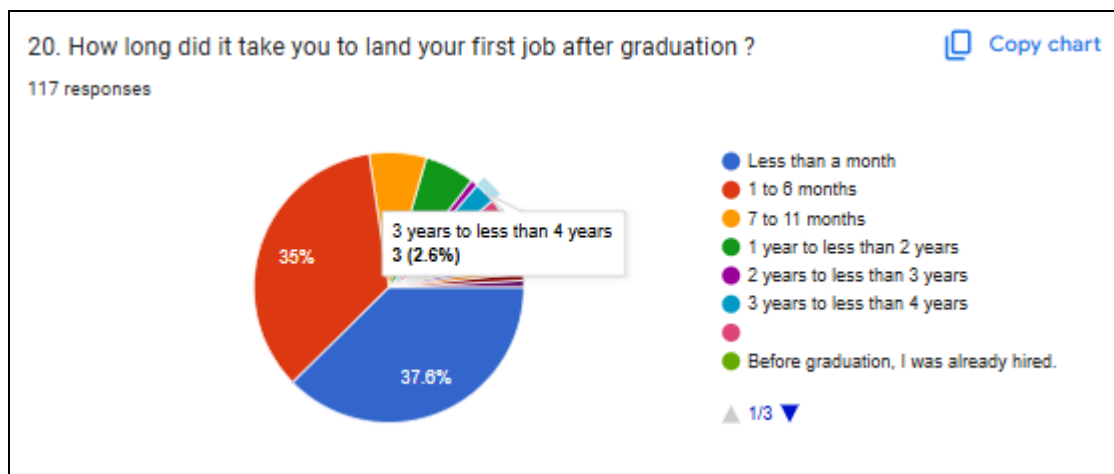
Information from friends (23.5%) also plays a significant role, reinforcing the influence of peer networks in job discovery. These informal channels often provide timely and relevant leads, especially for entry-level positions. Meanwhile, response to advertisements (15.7%) shows that traditional media and job postings still attract applicants, though they are less dominant compared to personal referrals.

Less common methods include school job placement programs (7%), family businesses (7%), and job fairs or public employment services (2.6%). These institutional channels are valuable but may be underutilized or less accessible to some respondents. The *International Labour Organization (ILO)* emphasizes the need to strengthen formal job matching systems to ensure equitable access to employment opportunities, especially for marginalized groups (ILO, 2025).

Digital platforms such as online applications (1.7%) and job websites (0.9%) were the least cited, which may reflect limited digital literacy, lack of access, or preference for more personal methods. This suggests that while online recruitment is growing globally, it may not yet be the primary avenue for first-time job seekers in certain regions of the Philippines.

- In summary, the data reveals that personal connections and direct applications are the most effective strategies for securing first jobs. Strengthening formal job placement systems, expanding digital access, and promoting inclusive hiring practices can help diversify and improve job search outcomes for future graduates.

**Table 20**  
**Respondents Response on How long you find your first job after graduation**



The survey results show that most respondents landed their first job within six months of graduation, with 37.6% employed in less than a month and 35% within one to six months. This indicates a relatively efficient transition from education to employment for the majority, though a smaller portion experienced longer delays.

Out of 117 responses, the largest segment—37.6%—secured employment in less than a month, suggesting strong job market absorption and possibly effective pre-graduation preparation such as internships, job fairs, or career placement services. According to the *Philippines Labour Market Profile 2025/2026*, early employment is often facilitated by industry-academic linkages and demand in sectors like hospitality, retail, and business process outsourcing (Ulandssekretariatet, 2025).

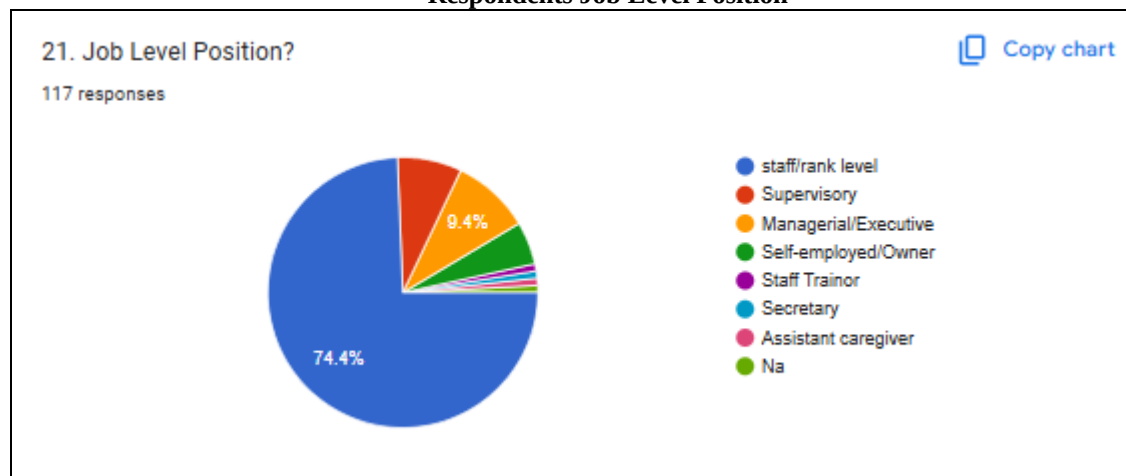
Another 35% found jobs within one to six months, which is still considered a healthy transition period. This group may have engaged in job searching post-graduation, relying on referrals, walk-in applications, or online platforms. The *Department of Labor and Employment (DOLE)* emphasizes that job readiness programs and career guidance services play a crucial role in helping graduates navigate the labor market efficiently (DOLE, 2025).

Smaller segments reported longer job search durations—7 to 11 months, 1 to less than 2 years, and even 2 to 4 years—highlighting challenges such as skill mismatches, limited job availability, or economic constraints. These delays may reflect structural issues in the labor market or personal circumstances that hinder immediate employment. The *International Labour Organization (ILO)* notes that prolonged job searches are more common among graduates from oversaturated fields or those lacking practical experience (ILO, 2025).

Interestingly, a portion of respondents were already hired before graduation, indicating successful internship-to-employment transitions or early recruitment. This reflects the value of on-the-job training (OJT) and cooperative education models, which the *Commission on Higher Education (CHED)* continues to promote as part of its curriculum reforms (CHED, 2025).

5. In summary, while most graduates enter the workforce within six months, a notable minority face extended job search periods. Strengthening career services, expanding internship opportunities, and aligning academic programs with labor market needs can help reduce these delays and support smoother transitions into employment.

**Table 21**  
**Respondents Job Level Position**



The survey results show that 74.4% of respondents occupy staff or rank-level positions, while only 9.4% are in supervisory roles, and even fewer hold managerial, executive, or specialized positions. This distribution reflects the entry-level nature of most employment opportunities for recent graduates and highlights the gradual progression typical in career development.

Out of 117 responses, the overwhelming majority—74.4%—are employed at the staff or rank level, indicating that most respondents are in foundational roles within their organizations. This is consistent with labor market trends in the Philippines, where fresh graduates typically begin their careers in entry-level positions. According to the *Philippines Labour Market Profile 2025/2026*, the hospitality, retail, and service sectors absorb a large number of new workers into staff-level roles due to their operational demands and high turnover rates (Ulandssekreteriatet, 2025).

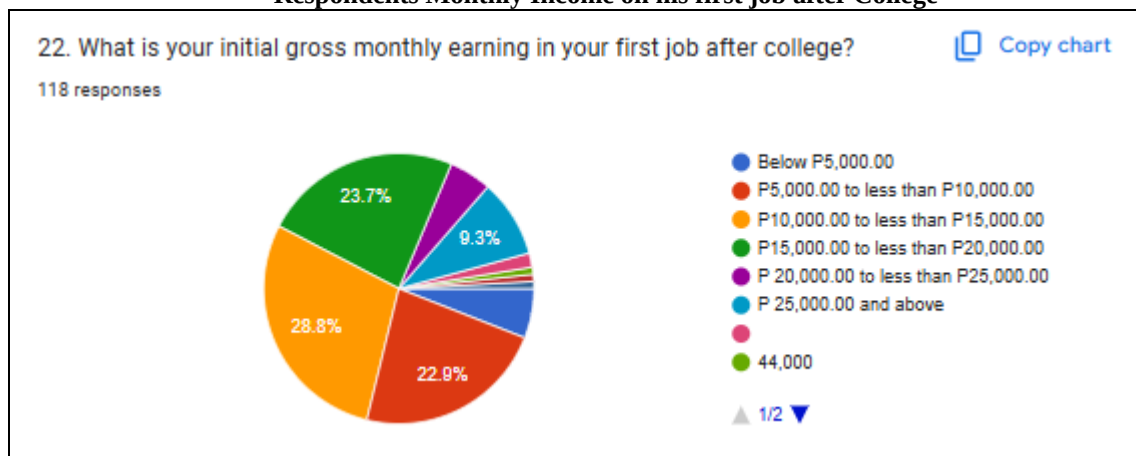
Only 9.4% of respondents reported being in supervisory positions, suggesting that career advancement is possible but limited in the early stages of employment. The *Department of Labor and Employment (DOLE)* notes that promotion to supervisory roles often requires a combination of tenure, performance, and additional training or certifications (DOLE, 2025). This gradual progression reflects the hierarchical nature of many workplaces and the emphasis on experience and leadership development.

The remaining respondents are distributed across managerial/executive, self-employed/owner, staff trainer, secretary, and assistant caregiver roles. These categories represent more specialized or entrepreneurial paths, which are less common but still significant. For instance, self-employment may appeal to those with strong business acumen or niche skills, while staff trainers and secretaries often require specific competencies and organizational experience.

The presence of assistant caregiver roles also reflects the growing demand for care work, both locally and abroad. The *International Labour Organization (ILO)* highlights that caregiving is a critical sector in aging societies and offers employment opportunities for individuals with relevant training (ILO, 2025).

In summary, the data illustrates a workforce dominated by entry-level positions, with limited but meaningful representation in higher-level and specialized roles. This underscores the importance of career development programs, mentorship, and continuing education to support upward mobility. Employers and policymakers should focus on creating clear pathways for advancement and recognizing the potential of young professionals to grow into leadership roles.

**Table 22**  
**Respondents Monthly Income on his first job after College**



The survey results show that the most common initial gross monthly earning for respondents' first job after college was between ₱15,000.00 and ₱20,000.00 (28.8%), followed closely by ₱44,000 (23.7%) and ₱20,000.00 to less than ₱25,000.00 (22.9%). This distribution reflects a wide range of entry-level salaries, suggesting both sectoral diversity and disparities in compensation across industries.

Out of 118 responses, the largest segment—28.8%—earned ₱15,000.00 to less than ₱20,000.00, which aligns with typical entry-level wages in sectors such as hospitality, retail, and administrative services. According to the *Philippines Labour Market Profile 2025/2026*, entry-level salaries in these sectors often fall within this range, especially for roles requiring vocational or undergraduate qualifications (Ulandssekretariatet, 2025).

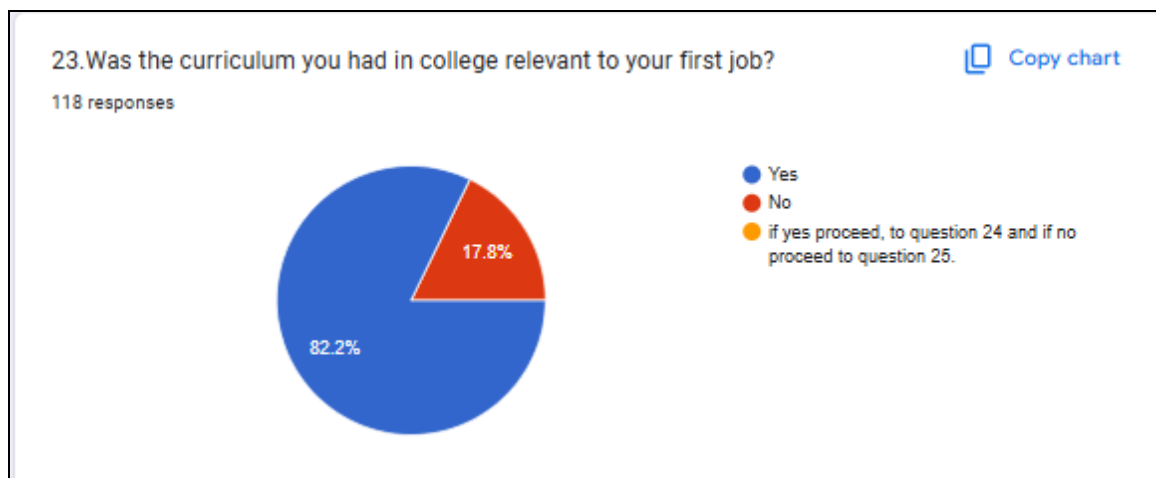
Interestingly, 23.7% of respondents reported earning ₱44,000, a figure significantly above the national average for fresh graduates. This suggests that some respondents entered high-paying industries such as IT, finance, or international firms, or were hired into specialized roles. The *Department of Labor and Employment (DOLE)* notes that graduates with in-demand skills—particularly in tech, engineering, and healthcare—can command higher starting salaries due to talent shortages and global competition (DOLE, 2025).

The third largest group—22.9%—earned ₱20,000.00 to less than ₱25,000.00, further reinforcing the presence of mid-tier salary brackets among first-time employees. These figures may reflect employment in urban centers like Metro Manila or Cebu, where wages are generally higher due to cost-of-living adjustments and corporate pay scales.

Smaller segments include those earning below ₱10,000.00, which may represent part-time roles, informal employment, or jobs in rural areas. The *International Labour Organization (ILO)* emphasizes that wage disparities are often linked to geographic location, industry type, and employment formality (ILO, 2025). Meanwhile, the presence of respondents earning ₱25,000.00 and above or ₱44,000 highlights the growing stratification in the labor market, where some graduates benefit from premium compensation while others face wage stagnation.

6. In summary, the data reveals a diverse salary landscape for first-time employees, shaped by industry, skill level, and location. While many earn within the ₱15,000–₱25,000 range, a notable portion achieves significantly higher earnings, pointing to opportunities for upward mobility. Strengthening career guidance, promoting high-demand skills, and ensuring equitable wage policies can help bridge gaps and support fair compensation for all graduates.

**Table 23**  
**Was the Curriculum you had in college relevant to your first Job?**



The survey results show that 82.2% of respondents believe their college curriculum was relevant to their first job, while 17.8% did not. This strong affirmation suggests that higher education programs are generally aligned with labor market demands, though gaps still exist for a minority of graduates.

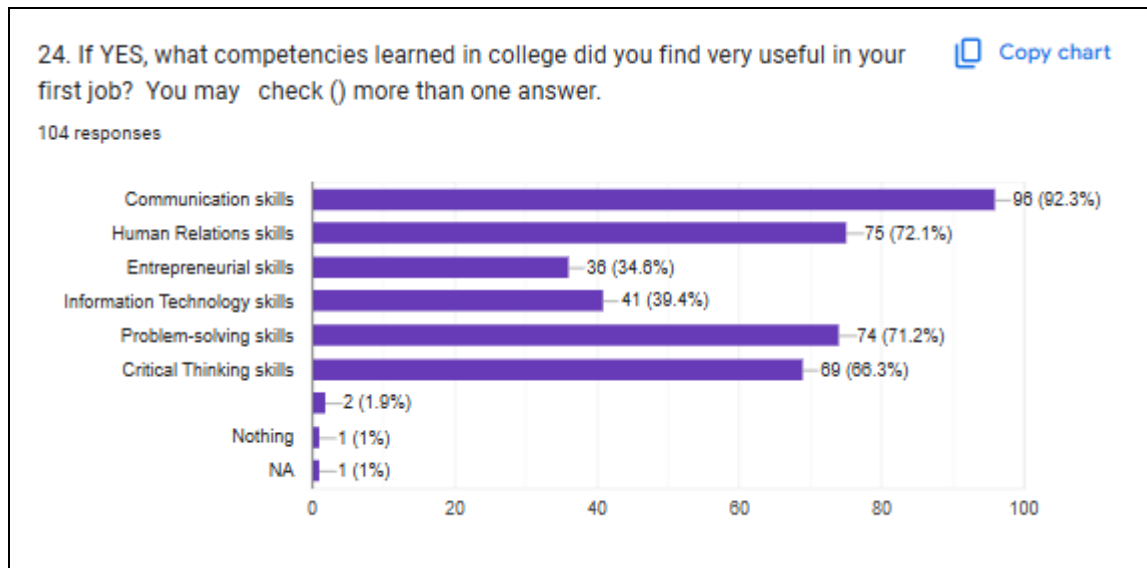
Out of 118 responses, the overwhelming majority—82.2%—reported that their college curriculum was relevant to their first job. This indicates that educational institutions are largely successful in preparing students for employment, particularly in fields with strong industry-academic linkages such as hospitality, business, and health sciences. According to the *Philippines Labour Market Profile 2025/2026*, curriculum relevance is highest in programs that incorporate practical training, internships, and competency-based learning (Ulandssekretariatet, 2025). These elements help bridge the gap between theoretical knowledge and workplace application.

The remaining 17.8% of respondents felt that their curriculum was not relevant to their first job. This may reflect mismatches between academic content and job roles, especially for graduates who enter industries outside their field of study or take on roles that require different skill sets. The *Commission on Higher Education (CHED)* has acknowledged the need for continuous curriculum review and reform to ensure responsiveness to evolving labor market needs, particularly in emerging sectors like digital technology, creative industries, and green jobs (CHED, 2025).

This data also highlights the importance of career guidance and job matching services, which can help graduates find roles that align with their training. The *Department of Labor and Employment (DOLE)* emphasizes that effective career services and labor market information systems are essential for improving employment outcomes and reducing underemployment (DOLE, 2025).

7. In summary, while most graduates find their college education relevant to their first job, a notable minority experience disconnects. Strengthening curriculum design, expanding experiential learning, and enhancing career support can help ensure that all students are equipped for meaningful employment after graduation.

**Table 24**  
**What competencies learned in college did you find very useful in your first job?**



The survey results show that communication skills (92.3%) and critical thinking skills (85.3%) were the most useful competencies learned in college, followed by human relations (72.1%) and problem-solving (71.2%). These findings highlight the enduring value of soft skills in the workplace and reinforce the importance of holistic education.

Out of 104 responses, an overwhelming majority—92.3%—identified communication skills as the most useful competency in their first job. This underscores the central role of effective communication in nearly every professional setting, from customer service and teamwork to leadership and client relations. According to the *Philippines Labour Market Profile 2025/2026*, employers consistently rank communication as one of the top skills sought in new hires, particularly in service-oriented industries like hospitality, business process outsourcing, and education (Ulandssekreterariatet, 2025).

Critical thinking skills (85.3%) and problem-solving skills (71.2%) were also highly valued, reflecting the need for analytical and adaptive thinking in dynamic work environments. These competencies enable employees to navigate challenges, make informed decisions, and contribute to organizational improvement. The *International Labour Organization (ILO)* emphasizes that critical thinking is essential for innovation and resilience, especially in sectors undergoing digital transformation and globalization (ILO, 2025).

Human relations skills (72.1%) ranked closely behind, highlighting the importance of interpersonal dynamics in the workplace. Whether managing teams, interacting with clients, or collaborating across departments, strong relational skills foster trust, cooperation, and productivity. The *Department of Labor and Employment (DOLE)* notes that emotional intelligence and teamwork are increasingly recognized as key drivers of employee success and retention (DOLE, 2025).

Information technology skills (39.4%) and entrepreneurial skills (34.8%) were moderately represented, suggesting that while technical and business competencies are valuable, they may be more role-specific or industry-dependent. These skills are particularly relevant in digital, creative, and self-employment contexts, where tech fluency and innovation are critical.

Interestingly, only 1.9% of respondents said that nothing they learned in college was useful, and 1% marked N/A, indicating that nearly all participants found at least one competency beneficial. This affirms the relevance of college education in preparing students for real-world employment, though it also suggests room for improvement in aligning curricula with evolving job demands.

In summary, the data reveals that soft skills—especially communication, critical thinking, and human

relations—are foundational to workplace success. Colleges and universities should continue to emphasize these competencies across disciplines, while also integrating technical and entrepreneurial training to meet diverse career pathways.

## Findings

### 1. Demographic Profile

The majority of respondents were female (70.1%), reflecting the gendered nature of hospitality education and employment where women are more represented in service-oriented roles (Baum, 2013). Most respondents were single (98.1%), consistent with the career exploration stage of young adults entering the workforce (Super, 1990). A significant proportion originated from Region VII (Central Visayas, 88.6%), indicating that the University of Cebu–Main Campus primarily attracts students from its immediate geographic region (CHED, 2024).

### 2. Educational Background

Graduates primarily held a BSHM degree, with some pursuing additional certifications such as TESDA National Certificates. Post-graduate studies were limited, suggesting that most graduates entered the workforce immediately after completing their undergraduate program.

### 3. Employment Data

A majority of graduates were employed in hospitality-related fields, often in rank-and-file positions, consistent with earlier tracer studies showing entry-level employment as the norm (Ylagan & Meñez, 2007; Dimalibot et al., 2013). Employment was found both locally and abroad, with overseas opportunities serving as a strong motivator for course selection (International Labour Organization [ILO], 2025). Graduates identified communication skills, critical thinking, and human relations skills as the most useful competencies in their first jobs, aligning with industry expectations for soft skills (Robinson, 2006; Wang & Tsai, 2012). While most respondents reported that their curriculum was relevant to their first job, some noted gaps in technical skills and industry-specific training, echoing findings by Müller et al. (2009).

## Conclusions

The BSHM program at the University of Cebu–Main Campus has been effective in producing employable graduates, with most securing jobs in hospitality-related industries soon after graduation. The dominance of female and single respondents reflects broader demographic trends in hospitality education and employment, where flexibility and service orientation are highly valued. The curriculum is largely aligned with industry needs, particularly in developing soft skills such as communication and critical thinking. However, gaps remain in technical competencies and advanced industry-specific training, which may hinder career progression. Regional concentration of students suggests strong local relevance but limited geographic diversity, highlighting opportunities for broader institutional outreach.

## Recommendations

### 1. Curriculum Enhancement

1.1. Strengthen technical and industry-specific training modules to address skill gaps identified by graduates.

### 2. Industry Linkages

2.1. Expand partnerships with hotels, resorts, and tourism enterprises

2.2. Develop alumni networks to support career mobility and mentorship.

### 3. Career Guidance and Support

3.1. Enhance career placement services to assist graduates in securing employment both locally and abroad.

### 4. Institutional Outreach

4.1. Broaden recruitment efforts to attract students from other regions in the Visayas and Mindanao, thereby diversifying the student body and extending institutional impact (CHED, 2024).

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