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EMPLOYABILITY SKILLS AMONG HOSPITALITY MANAGEMENT STUDENTS IN THE PROVINCE OF ALBAY TOWARDS DESIGNING ENRICHMENT COMPETENCY

MERYJOY P. MESA

Orcid No.0000-0003-4882-4490

Bicol College Daraga, Albay

ABSTRACT

Many employers are hesitant to acquire fresh graduates wherein hospitality management graduates are more marketable if they have the necessary skills and knowledge the industry demands in today's workforce. The talent needs by the industry makes this study on employability skills relevant leading towards identification of best practices and gaps in relation to graduates' career preparation to match demands and expectations creating pressures on the educational institutions. This study specifically determined the profile of the students and human resource practitioner as well as the employability skills in terms of emotional intelligence, teamwork, stress and time management, problem solving, strategy innovation and communication skills necessary in the hospitality industry. Moreover, the significant difference in the employability skills when profiles of students and human resource practitioners are considered were also tested to further investigate on the employability skills gap of the students and hotel businesses. The researcher employed the descriptive research method and quantitative method using survey questionnaire due to its appropriateness to the specified problems. The profile shows that the hotel industry and hospitality management courses in Albay are dominated by female workers.

Students are aware of their strengths and weaknesses and their need to respect and acknowledged different views, insights, and perspectives of other people in the workplace to improve teamwork although they are hesitant to lead. However, willingness to increase active participation, improve negotiation skills, among others the abilities of the students are present. Stress affects people's personal and professional endeavors as they aged regardless of gender, locale and civil status. Students are more confident on their employability skills compared to the human resource practitioners' assessment but both are aware of the abilities of the students. The assessment of the students and human resource practitioners did not match which requires the need for employability enhancement programs hospitality management students.

KEYWORDS: Hospitality Management, Hotels, Employability Skills, Emotional Intelligence, Teamwork, Stress and Time Management, Problem Solving, Strategy Innovation, and Communication Skills.

INTRODUCTION

Employability skill is the result of efforts of students and academic sector to gain specific skills such as soft, hard, technical and transferable (Pologeogris, 2022). Studies on employability skills of the hospitality students presented that identification of the hospitality students' generic skills are vital as it predicts their propensity to succeed in their profession (Gevana and Tan, 2021) wherein this set of expertise is directed to communication, analytical, leadership and interpersonal skills.

In a local setting, the employability skills needed by the industry makes studies on employability skills relevant leading towards identification of best practices and gaps in relation to graduates' career preparation that matches the demands and expectations of the employers in the hospitality industry. However, the number of unemployed hospitality students in the Province of Albay can be determined by the schools' tracer studies but during the course of data gathering they were not able to update which is one of the suggestions of this research study and an issue that should be look into by most schools and/or universities. Annual update on the records of graduates after finishing their hospitality degree is a good source of academic improvements wherein schools can also respond to the growing needs in the educational sector as well as the industry demands.

This research study focused on determination of the employability skills of the students that matches the demands and expectations of hospitality industry leading towards designing a competency program. In the modern environment, hospitality management industry concerns and demands are growing particularly in people management and investment which requires necessary skills to be able to adjust with the demands of work. The researcher is persuaded and motivated by many reasons which basically include determination of employability skills of the students that would match the demands and expectations of the hospitality industry leading towards designing enrichment competency program. Furthermore, the researcher was able to establish the employability skills of the students that would match the demands and expectations of the hospitality industry as a factor by addressing the employability gaps.

FRAMEWORK

Another theory that guided the Framework of College Hospitality Student's Employability formulated by Wang and Tsai (2014) in designing the enrichment competency program for hospitality students to improve employability skills. Moreover, the theory from Science, Technology, Engineering, and Mathematics Network (STEMNET) Ambassadors on the top ten (10) skills that employers want was summarized and limited the variables or indicators as follows; (a) Emotional Intelligence, (b) Teamwork, (c) Stress and Time Management, (d) Problem Solving, (e) Strategy and Innovation, and (f) Communication Skills. This study was guided by the Employability Skills Framework provided and continuously used by the Department of Education, USA (2022) composing of applied knowledge, effective relationship and workplace skills.

Employability skills as key component of career readiness which makes it necessary to integrate competency programs in the curriculum and instruction. The study was also guided by the Quality Management Principles of International Organization for Standardization as used by Quality Management System (QMS) International Ltd (2022) which is noted and continuously being updated by the International Organization for Standardization composed of customer focus, leadership, engagement of people, process approach, improvement, evidenced-based decision making, and relationship management which is important for the organization's performance particularly the hospitality management industry.

Moreover, additional theories suggested were added to provide more clarifications and justifications on the issues and concerns set forth as indicators in the present study. The additional theories are as follows; Dispositional Theory or Trait Theory focus on measuring the traits to understand human personality centered in the three (3) traits of individual namely; central, secondary, and cardinal traits. According to Cherry (2022), cardinal traits are rare and dominating that tends to define a person to such extent that his or her name becomes synonymous with their personality; central traits are basic personality functions; and secondary traits are attitudes and preferences. As Vinney (2019) describes Psychodynamic Theory as a collection of psychological theories emphasizing importance of drives of human functions particularly unconscious motivations, adulthood, relationships and childhood experiences. Another one is the Humanistic Theory of teaching and learning is an educational theory focusing on students' emotional well-being (Drew, 2022). The biological theory in educational perspectives (Vartak and Seth, 2019) presents that learning is achieved due to changing strengths and numbers of neural pathways. Hence, biological theory can provide basis in determining the teaching techniques to enhance students' learning. According to Western Governors University (2020), Behaviorist Theory or Behaviorism focuses on the concept that all behaviors are learned through interaction with the environment. Social learning theory suggests that learning emanates because people observe the consequences of other people's behavior (Chetty, 2022) wherein social interactions is one of the direct or indirect source. Personal Profiling is a scientific method of determining human personality characteristics (McNicholas, 2022) which assesses the fitness of a person into a job throughout the talent management life cycle. The assessment of fitness includes strengths and weaknesses. There were no figures presented on the additional suggested theories as in were used to point out its implications in the conclusions.

CONCEPTUAL FRAMEWORK

The conceptual paradigm of the present study is discussed as follows; The conceptual framework of the study wherein the employability skills of the hospitality management students will be measure using the demographic profile and employability skills assessment whether it is aligned with the demands and expectations of the hospitality industry guided by the quality management principles. Hence, results will lead to designing enrichment competency program for hospitality management students to improve employability skills. Moreover, there is a need to review, provide feedbacks and continuous improvement as demands in the local and international perspectives in the hospitality industry changes. The expected relationship between the indicators is there is an association among the profile variables in identifying similarities and differences on responses between the students and the human resource practitioners.

Moreover, the students' employability skills in terms of emotional intelligence, teamwork, stress and time management, problem solving, strategy innovation and communication skills does not fully match the needs of hospitality industry creating gap on what the participants observed pertaining to the relevant issues in hospitality management. Hence, the gap proves the need for enrichment competency program for hospitality management students to improve employability skills. The general objective of the study is to determine gap between the students and human resources practitioners' observations terms employability skills leading to designed enrichment competency program. Moreover, as the general expectations involves that there is the presence of gap between how students see their employability skills against how the human resource practitioner in the actual practice observes it. Such gap needs to be addressed using personalized or customized enrichment competency program to manage the growing demands of the academic environment as well as preparing the students on presenting their assets to include knowledge, skills and attitudes towards their employers.

OBJECTIVES

The main objective of this research study is to determine the employability skills of the students that match the demands and expectations of hospitality industry leading towards designing a competency program.

The specific objectives of this research study are as follows;

1. Determine the profile of the respondent-students as to age, gender, locale, and civil status and respondent-human resource practitioner as to years in age, gender, hotel location and business classification.
2. Determine the employability skills of the respondent-student in terms of following the components emotional intelligence, teamwork, stress and time management, problem solving, strategy innovation and communication skills necessary in the hospitality industry.
3. Identify the significant difference in the employability skills when profiles of students and human resource practitioners are considered.
4. Identify the gap on employability skills of the students and employability requirements of the hospitality industry.
5. Design an enrichment competency program for hospitality management students.

METHODOLOGY

The researcher employed the descriptive research method using survey questionnaire due to its appropriateness to the specified problems as information were gathered, identified, assess, measured, described, and analyzed about determining the employability skills of the students that matches the demands and expectations of hospitality industry that led to an enhancement competency program. Descriptive studies are valuable in providing facts on which scientific judgments may be used and the targeting the appropriate audience helped avoid biases. The researcher used the quantitative method because the primary sources of information came from the self-made survey questionnaire which is more comfortable to the respondent-students and human resource practitioners when they provided the information needed in this research study. Moreover, the reliability test was measured through Cronbach's alpha formula and survey instrument was pilot tested to similar respondents in Naga City. Data were collected, summarized, and processed through statistical tools or SPSS program and were interpreted and analyzed. The results of the study were conformed to the synthesized related literature and studies. Moreover, in gathering relevant data

needed in this research study, the researcher adhered to ethical standards and complied with the confidentiality agreement between the researchers.

RESULTS AND DISCUSSIONS

I. Profile of the Respondent

A. Students

As regards to the profile variables of the student-respondents, the age category were presented as follows; 19 to 20 years old has thirty-six (36) respondents with 8.6 percent; students within 21-22 years old were two hundred seventy eight (278) or 66.2 percent; and those belonging to 23 years old and above is composed of one hundred six (106) or 25.2 percent. The data shows that mostly of the respondents are within 21-22 years of age which is the most common age when you are in the fourth-year level. In addition, presents the gender of the student-respondents with breakdown as follows; Male is one hundred sixty-nine (169) or 40.2 percent and Female with two hundred fifty-one (251) or 59.8 percent. Clearly, mostly of the hospitality management students are female although the difference is only at a minimal percentage. The location of the student respondents were revealed as follows; in Legazpi City there are one hundred eight (108) or 25.7 percent, Daraga with fifty seven (57) or 13.6 percent, Guinobatan with twelve (12) or 2.9 percent, Tabaco City with fifty two (52) or 12.4 percent and other locations with one hundred ninety-one (191) or 45.5 percent. Majority of the students' location belongs to those not indicated in the choices which mean that student participation covers different areas in the Province of Albay. Lastly, the Civil Status of the respondent students shows that four hundred eight or 97.10 of the sample population is single while twelve (12) or 2.9 percent are married. Although majority is single, the data gathered also showed that married students still want to pursue their college degrees in hospitality management.

B. Human Resource Practitioners

As regards to the profile variables of the respondents-practitioners, the age breakdown shows that there are three (3) or 20 percent with 21 to 25 years old, four (4) or 26.7 percent with 26 to 30 years old and eight or 53.3 are above 31 years old. Majority of the human resource practitioners in the hotel industry are above 31 years of age. Gender is presented as follows; there is only one (1) or 6.7 percent male and fourteen (14) or 93.3 percent are female. Majority of the respondents comprised by female practitioners. In the locale of the hotel-respondents, in Legazpi City there are ten (10) or 66.7 percent, one (1) or 6.7 percent in Daraga, and four (4) or 26.7 percent are from other locations. Majority of the hotel-respondents are located in Legazpi City. The business classification presented shows that there is one (1) or 6.7 percent for small, eleven (11) or 73.3 percent of them are medium, and three (3) or 20 percent disclosed others. Majority of the hotel-respondents are in medium business classification.

II. Assessment of Employability Skills

A. Students

As gleaned on the results for the emotional intelligence, the highest indicator is "I recognize my own emotions and how they affect my thoughts and behavior" when students assessed their employability skills as regards to emotional intelligence which means that they are aware of their strengths and weaknesses. Basically, it is self-awareness and self-confidence which is important in the delivery of functions in the hotel industry. The least indicator is "I recognize the power of

dynamics in a group or organization” when students assessed their employability skills as regards to emotional intelligence. Although it is the least indicator, the result is still interpreted as great extent which means that students understand the balance of relationship between people but needs improvement. Such understanding though being the least indicator means there is a need for structural formation both for personal and professional relationships since conflicts may arise whenever there is a power struggle that could lead to demoralized employees.

As presented in the results of the study, the highest indicator based on the students’ assessment of employability skills in terms of teamwork is “I listen to and consider all team members’ ideas, respond supportively to ideas shared, use proactive approaches to prevent conflict or misunderstanding” which means that the students acknowledged that people bring different views, insights, and perspectives to improve teamwork. On the other hand, the least indicator is “I exercise leadership qualities by performing as team leaders or be an effective team member in project assignments, organize work and utilize team roles to meet project goals”, although it is still interpreted as great extent. Mostly of the respondent-students are hesitant to lead or bring people together although they support and deal with their teams effectively.

The gathered data on stress and time management, it is indicated that the highest indicator which is “I submit reports and other requirements before or within schedule” when students assessed themselves as to stress handling which means that they able to do their work on time. Furthermore, the least indicator is “I create outline, list, guide, and processes to complete a task” which means that the students are not organized when it comes to preparing checklist of activities although interpreted as great extent. Hence, even if they are able to do their work on time but there might be instances that their work is not complete or they forgot to prepare other work because they are not guided by a list of things to do. Submission of work on time is not exactly as time management since there are still factors to consider like quality and quantity of output produced or performed. Moreover, students must be able to know, understand and appreciate the concept of opportunity cost leading towards better stress management.

As collected from the results on problem-solving, the highest indicator is “I treat work assignments with respect in that work is either original or credited correctly” when it comes to problem solving. Hence, it means that the student’s respectful attitude creates a positive culture in the workplace. Respect should be a standard in the workplace regardless of personal feelings. On the other hand, the least indicator is “I use any graphic organizer such as outline, concept map, organization chart, or tables to sort information” when students evaluated their problem-solving skills which means that the students are not familiar with the proper use of graphic organizer just as they don’t prepare checklist of things to do. Moreover, graphic organizer is useful in problem solving.

The results show that the highest indication for strategy innovation category is “I negotiate pros and cons of ideas, approaches, and solutions and analyze options” which means that the students acknowledged their influence and persuasion skills which are valuable for every day work. It is an advantage when it comes to employability skills as the students are able to listen carefully, clarify issues, identify any key areas of common ground, understand outside forces that may affect the issue and can keep calm. However, the least indicator is “I use analytical strategies to determine the

best medium for finding necessary information for my academic tasks” which means that mostly of the students is not able to determine appropriately useful information using analytical skills. Hence, analytical strategies being the least shows that comprehension of students need improvement which is vital in the hospitality industry although results of the study show great extent interpretation.

Based on the results of the study for communication skills category, the highest indicator is “I am an active listener, seeking clarification, seek out and take the opportunity to take on a leadership role on tasks and projects” which means that students because of respect as earlier discuss in other indicators are able and willingly listens to other people’s perspectives which is necessary in performing functions in the hospitality management. Listening creates clarification and avoid misunderstanding but students must be able to analyzed and comprehend all messages and information so that they can be the leader that the hospitality industry needs. On the other hand, the least indicator is “I can provide oral responses like impromptu or short answers during a lesson to completing a formal oral presentation” means that the students find it hard to express immediately on situations that requires short period of time both in oral or written communications although the result is still of great extent. However, the results of the study show that there is a need to improve communication skills if the schools and universities want their hospitality management students as the future leaders of the hospitality industry that is able to lead supported by communications skills using analyzed and comprehended information. Communication skill is crucial because in the hospitality workplace, there are conflicting demands as to time, differences, and opinion among others wherein if they want to win negotiation, they should be able to convince and/or influence others to take appropriate action on various hospitality related concerns reaching towards mutually satisfactory agreements or decisions.

In summary, the highest variable in terms of assessing the employability skills of the students is teamwork wherein the results of the study clearly show that the students are people-oriented which is very important in delivering services in the hotel industry. The least variable is problem solving which is evident since mostly of decisions are made by their supervisors or senior in rank although students must be able to improve problem solving skills since in every position in the hotel industry have tasks to perform that requires to be solved or decided to accomplish the desired tasks with high distinctions.

B. Human Resource Practitioners

As gleaned on the results of collected data on emotional intelligence, the highest indicator is “The HM students can recognize own emotions and how they affect their thoughts and behavior” when human resource practitioners assess the students’ employability skills as to emotional intelligence which means that it is evident that the students are aware of their strengths and weaknesses. Such self-awareness and self-confidence are important characteristics in the hospitality industry wherein the respondent human resource practitioners are able to observe among the fresh graduate students. However, the least indicator is “The HM students can control impulsive feelings and behavior” as regards to emotional intelligence assessment which means that the students’ weakness is emotional control. Although the students recognized such weaknesses.

As gleaned on the results for teamwork, the most agreed indicator is “The HM students understand teamwork and participate in cooperative groups or with a partner, contribute fairly to the task while show respect to others” which means that the human resource practitioners observed that the students are appreciate respect in the workplace and respond to others’ ideas to avoid misunderstandings. However, the least agreed indicator is “The HM students use methods to assess team members” which means that they are not familiar with the methods to properly assess members. In the industry, the key performance indicators are used as assessment. Hence, schools and universities must practice applying assessment in group works using key performance indicators similar to what the hospitality industry is using or enhance surveying skills or data gathering skills in research work so that they would appreciate the value of proper evaluation.

The gathered data on stress and time management shows that the most agreed indicator is “The HM students demonstrate time management when organizing and planning project activities” when it comes to assessing employability skills in handling stress which means that the students have the ability to prepare tasks within time frame. The least agreed indicator is “The HM students can submit reports and other requirements before or within schedule” which means that the students may be able to prepare tasks on time but reportorial requirements is not exceptionally well. Although the least agreed indicator is at great extent there is a need to get things right, to get more done in less time without sacrificing quantity and quality of tasks performed.

As manifested in the results of this study as regards to problem-solving, the most agreed indicators are “The HM students actively participate in class, asking questions, volunteering answers, completing and submitting assignments and working well in groups” and “The HM students can adapt easily to different modes of instruction and different types of assignment where they can contribute new ideas or thinking to the class tasks, projects, or discussions” when it comes to assessing the problem solving employability skills of students. The first most agreed indicator shows that the students are confident that they can work on teams by participating actively on different tasks while the second indicator means that there is student engagement through active learning. The least agreed indicator is “The HM students can use computational skills appropriately” which means that the students are not able to answer questions solvable through analytical techniques including practical and applied problem solving. Although the least agreed indicator is interpreted as great extent. Moreover, despite the student’s lack of ability for computational skills their active participation to different modes of instructions will help them get through practical and applied computational concerns. Hence, schools and universities must be able to promote the need for computation skill as part of the critical skills for future-ready students. To increase student participation, there is a need to upgrade strategies to build opportunities for teamwork, collaboration, and group dynamics not only in the classroom setting but also practical or field applications.

As shown in the results based on strategy innovation, the most agreed indicator is “The HM students can create innovative ideas or solutions, assess and differentiate multiple approaches and assess options before making decisions” when it comes to assessing strategy innovation as regards to employability skills of the students which means that they first explore options and select the best solution. The students are aware of what will be the consequences if they will not generate good

options and alternatives that will produce effective solutions and decisions. On the other hand, the least agreed indicator is “The HM students can negotiate pros and cons of ideas, approaches, and solutions and analyze options” which means that despite of the ability to create and assess ideas they lack proficiency in negotiating and influencing which of these concerns are the best alternative or options.

As exhibited in the results for communication skills, the most agreed indicator is “The HM students can be cooperative and noticeably engaged by communicating with peers and superiors or leaders with respect and confidence, sharing information and feedback clearly and accurately” when communication skills of the students were assessed by the practitioners which means that the students are aware of the respect as a value that should be shared in the workplace supported by information and feedbacks. The least agreed indicators are “The HM students are active listeners, seeking clarification, seek out and take the opportunity to take on a leadership role on tasks and projects”, “The HM students can interpret verbal and nonverbal communication efforts of others and follow and take directions”, “The HM students can summarize information to compose written or oral presentations, posters, reports, or slides”, and “The HM students rely on their writing skills to construct laboratory reports, posters, and presentation materials, take notes and compose responses to essay questions”. There are multiple results as to least agreed indicators which means that there are many abilities of the students that needs improvement like listening skills, verbal and non-verbal communications, and writing skills.

In summary, the highest category in assessing employability skills as determined by human resource practitioners is emotional intelligence which means that the students are aware of their strengths and weaknesses but needs to control emotions to balance decisions. However, the least category among the variables is stress and time management which means that the students must be able to organize their tasks both personal and professional to keep up with the time and work pressures in the hospitality industry.

III. Significant Difference when Grouped According to Profile

As presented in the results, age affects the students’ employability skills when it comes to stress since as an individual grow older there are many factors to consider which includes health, personal and family matters given that some of the student-respondents are married. In addition, communication skills tend to develop as an individual grow older as his or her background or environment becomes more matured. However, age is not significant when it comes to emotional intelligence due to routinely or similar functions in the hotel industry regardless of age which involves teamwork, problem solving and strategy innovation.

As gleaned on the results of this study, emotional intelligence, teamwork and problem solving are significant factors on employability skills when it comes to locale. Hence, people in the organization show know and understand these factors that affect the behavior of the employees in the workplace. Emotional intelligence and locale of the hotel is interrelated as students or even employees would look into work that is near their home so that they could attend to their personal and family concerns. Whenever the students are able to transport from their home to the hotel on

lesser hours of travel they can contribute more to teamwork and problem solving since they are no longer exhausted on the commute they have to take.

As presented in the results of the study, the variables such as emotional intelligence, teamwork, stress and time management, and communications skills are significant factor as regards to civil status of the students. Students have their own personal concerns that they then to manage emotions acceptable based on standards of work. On the other hand, married students may have excuses on family matters that they could not attend activities for teamwork. Either single or married, each have stress to handle in the daily course of life that is why students need to adjust their time to complete tasks assigned. Communication skill is important as regards to locale since we have to consider language abilities because hotels cater mostly for tourists both local and international.

Moreover, as gleaned on the results of this study that all variables are significant as to the employability skills of the students. Every team in the hospitality industry comprises of diverse and talented players wherein basic understanding of language, listening, writing, among other communication skills is important for connecting to people. Communication skills will make the students better at work leading to a smarter, stronger and future ready employee. Human resource practitioners regardless of their age bracket looked into the strategy innovation and problem-solving skills as relevant-indicators for employability of the students since they see them as the future leaders of the hospitality industry who will make decisions to uplift the hotels in the Province of Albay. Stress and time management affects teamwork and emotional intelligence because everyone should manage their emotions at work. Hence, the human resource practitioners see stress and time management as students need to perform in teams without being affected by their behavior.

Moreover, as presented on the results of this study that all variables are significant as to the employability skills of the students as regards to locale since behavior and thinking abilities are affected by worries or stress whenever location of work is far from residence or from family whenever problem arises which leads to affecting all other variables. Hence, human resource practitioners are well aware regardless of hotel location all these variables must be given importance.

As exhibited in the results of the study, all variables are significant as to the employability skills of the students as regards to business classification is important. Regardless of business classification, all the variables are important in the operations of hotels. Hence, schools and universities must design enhancement programs suitable for hotel operations. Also, customer service standards is benchmarked on both domestic and international criteria hence regardless of business classification the same criteria is observed.

IV. Determination of Gap between the Assessment of Hospitality Management Students and Human Resource Practitioners

As gleaned on the results of the study, there is a gap on the assessment of employability skills of the students. Students are more confident on their employability skills compared to the human resource practitioners' assessment however, both respondents believed on students' employability skills. Hence, students' assessment is higher than practitioners' assessment wherein schools and

universities must respond to this gap to make their students future ready. The students' self-awareness and self-confidence must be aligned to what the hospitality industry needs. Schools and universities must be able to show their students how to appreciate the variables of employability skills including emotional assessment, teamwork, stress and time management, problem solving, strategy innovation and communication skills.

CONCLUSIONS:

1. Majority of the students are single female covering different areas in the Province of Albay within 21-22 years of age which is the most common age when you are in the fourth-year level. Moreover, married students still want to pursue their college degrees in hospitality management. On the other hand, majority of the human resource practitioners in the hotel industry with medium size business classification located at Legazpi City who are mostly female and above 31 years of age. Clearly, the hotel industry in the Province of Albay is dominated by female. The biological theory in educational perspectives presents that learning is achieved due to changing strengths and numbers of neural pathways wherein demographic profiles form part of such theory. Hence, the actual practice in the schools and universities basically promotes teaching-learning process in a general approach. This research study establishes that there is a need to conduct assessment of the skills of the students which can be a tool for the schools and universities can identify the appropriate tools to enhance the employability skills of the students. The gap that the present study identified can provide awareness to both the academe and the industry so that attention can be given on how to enhance competencies leading to produce future ready graduates.
2. On the student perspectives on their employability skills, self-awareness on their strengths and weaknesses is evident as well they understand the balance of relationship between people but such understanding needs improvement for the students to appreciate harmoniously the work environment. Students acknowledged different views, insights, and perspectives of other people in the workplace to improve teamwork but are hesitant to lead. Students are able to perform their task but are not appropriate organized creating a space for incomplete tasks. Students are respectful on giving credits to other people's work. Students have the ability to negotiate but are not able to determine appropriately useful information using analytical skills. Students are active listeners but needs improvement on communication skills. The indicators of this study were based on the insights guided by the employability skills framework composing of applied knowledge, effective relationship and workplace skills wherein the present study clearly establishes the gap from the responses of the students and practitioners. The schools and universities must create an enhanced competency programs to address the gap guided by the quality management principles of ISO since the hotel industry benchmarks their services with it. On the perspectives of the human resource practitioners as to the employability skills of the students, it is evident that the students are aware of their strengths and weaknesses which coincide with the students' assessment as regards to emotional intelligence. Although as observed by the industry practitioners, the students are incapable of emotional control which comes along their age being young adults. The students are respectfully cooperative in teams but are not familiar with the methods to be used in assessing team members. The students can demonstrate time management but needs to improve on reportorial requirements. The students manifested active participation on tasks but lack of ability for computational skills. The students are aware that they need to first explore options and select the best solution but lack proficiency in negotiating and influencing which of these concerns is the best match to the identified situation. Moreover, the students are aware of the respect that should be shared in the workplace supported by accurate information and real-time feedbacks. However, to be able to increase active participation, improve negotiation skills, among others the abilities of the

students are present but needs improvement particularly in listening skills, verbal and non-verbal communications, and writing skills for to adapt to the fast-changing demands of the hospitality industry. The employability skills framework and the quality management principles of ISO both guided the formulation of the indicators to determine the gap on employability skills needed in the hospitality management industry.

3. On the significant differences in the employability skills when profiles considered, the stress affects people's personal and professional endeavors as they aged regardless of gender. Although there are different stress indicators between male and female. Location is important as travel time can be exhausted affecting students' emotional intelligence leading to disruptive mind making them hard to think on problem solving and creating strategy innovations. Since students lack ability to control emotions which might affect teamwork making communication skills an important aspect to maintain work relationship balance. In corroboration with the Psychodynamic Theory which is the collection of psychological theories emphasizing importance of drives of human functions particularly unconscious motivations, adulthood, relationships and childhood experiences as impact of personal and professional endeavors regardless of demographic and business profiles. The study establishes that employability skills are needed to be assessed considering the profile variables.
4. The research study established a gap between the assessment of hospitality management students and human resource practitioners. Students are more confident on their employability skills compared to the human resource practitioners' assessment but both are aware of the abilities of the students and believed that with the schools and universities enhancement programs such employability skills will be improved leading towards future-ready employees of the hospitality related industries. There are traits considered rare and dominating that which tends to define basic personality functions, attitudes and preferences where employability management skills can be implicated as well as the learning is achieved due to changing strengths and numbers of neural pathways based on biological theory.
5. There is a need for enrichment competency program for hospitality management students in every school and/or university to address the growing and fact changing demands of the hospitality industry. Emotional intelligence, teamwork, stress and time, problem solving, strategy innovation and communication skills are the important factors to consider in designing competency programs. In consideration with the that all behaviors are learned through interaction with the environment or the behaviorist theory as well as the used of personal profiling which is a scientific method of determining human personality characteristics would be helpful.

RECOMMENDATIONS:

1. The HEIs should investigate on the need for structural formation both for personal and professional relationships regardless of age, gender, location and civil status of the students. This will help the students in creating the relationship balance to avoid conflicts that may arise whenever there is a power struggle due to work age and gender as well as competition within local hotels.
2. The HEIs should use structural formation through authentic learning is necessary for the students to keep abreast of the growing demands of the hospitality industry. Authentic learning activities specifically about emotional intelligence, teamwork, stress and time management, problem solving, strategy innovation and communications will improve academic integrity of schools and universities. Moreover, soft and hard skills proficiency is essential and remains relevant on today's hospitality industry work environment. When students are equipped with behavioral and social skills they will become smarter and effective professionals
3. The HEIs can coordinate with Technical Education and Skills Development Authority (TESDA) in providing school-based assessment such as National Certification II in Housekeeping,

National Certification II in Bartending, National Certification II in Front Office Services and National Certification II in Food and Beverage regardless of age, gender, civil status and location of the students such certification will be an employability advantage. Schools and universities may also consider international trainings. Moreover, the educational quality is represented by mixed variables embedded in the services of schools and universities which is dependent on the capabilities of its organizational structure as integrated in their superior instructional and administrative practices, systems and processes. Schools and universities must provide employability enhancement and value-added learning opportunities for the students, non-teaching, administration and teaching personnel to have future ready students and become more marketable in the industry

4. To address the gap identified, the HEIs should create exclusive program for talented or academic achievers in the hospitality management to keep pool of future ready employees and help industry practitioners whenever recommendations are needed. Exclusive program may include work-study integration wherein the employability skills checklist is customized based on the attributes and technological innovations needed by the hospitality industry. Conduct annual tracer study to get updated on the employment status of the students. Similarity of mock hotels or hospitality laboratory spaces of the schools and universities to current designs, amenities, and spaces of hotels. Design curriculum and teaching pedagogies that will prepare the students career, on boarding trainings, and continuously improve.
5. The HEIs should customized their enrichment competency program for hospitality management students as well as non-teaching, administration and teaching personnel are important to address the growing demands and the identified gaps between the assessment of hospitality management students and human resource practitioners. Organizational excellence is reinforced by professors, administrators, and other stakeholders to attract and retain hospitality management students.

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