Research Article

Bridging the Gap: Technical and Management Competencies of BSHM Graduates in the Philippine Context

Karla Jastine C. Maramag[1] [ID], Mildred V. Matulin[1] [ID], and Charlie T. Anselmo[2] * [ID]

1 Department of Hospitality and management, College of business and Management, Isabela State University, Philippines
2 College of Education, Isabela State University, Philippines
* Correspondence: charlie.t.anselmo@isu.edu.ph

Abstract: The advancement of the hospitality industry demands competent, well-educated, and highly trained staff for success in a competitive labor market. This study aimed to determine the work readiness of Bachelor of Science in Hospitality Management (BSHM) students by evaluating their technical and management skills and identifying factors affecting skill development. A mixed-method approach was used with 105 randomly selected BSHM-graduating students. Students' self-assessed technical skills were measured using a survey questionnaire, while actual technical skills in housekeeping and food/beverage services were assessed via demonstration tests. Management skills were evaluated using a teacher-developed scale. An open-ended questionnaire gathered qualitative data on the factors affecting skill development from 30 participants. The results showed that the students assessed themselves as competent in housekeeping and food/beverage services. However, the actual assessment revealed competence in housekeeping, but only moderate competence in food/beverage services. Management skills, particularly in analyzing hotel reports and situational analysis, were found to be low. The factors affecting skill development included personal factors (lack of self-confidence, poor study focus), interpersonal factors, teachers' expertise, internship experiences, laboratory exposure, and socioeconomic conditions. The findings suggest a need for continuous post-graduate training and development in specializations, implementation of comprehensive programs to enhance technical and essential skills, and addressing factors hindering skill development to better prepare graduates for industry demands. Recommendations include improving practical exposure, focused training in weaker areas, and enhancing teachers' expertise through professional development.

Keywords: hospitality education; technical readiness; work readiness, learning gaps, hospitality industry

1. Introduction

The advancement of the hospitality industry demands competent, well-educated, and highly trained staff to be successful in a competitive labor market, CMO 62, s. 2017 (CHED Memorandum Order from the Philippines Commission on Higher Education issued in 2017). Kabii and Naghea (2021) noted that it is essential to establish the generic skills that hospitality management graduates must possess to remove concerns about skill-set mismatches. A study by Diaz and Maramento (2024) further noted that there is a growing need for qualified workers in the tourism and hospitality industries, where competency is the top quality that employers seek from BS HRM graduates. According to Hasri, Din, Same, Jakeriah, Patah, (2021), hotels should seek employees with the appropriate skill set to improve their performance in providing the finest service to their guests, and higher education institutions offering hospitality management programs and the hotel sector should have worked together to ensure that graduates satisfy the requirements of the industry before beginning their careers. Accordingly, the most crucial thing for students to do is to acquire as many skills and knowledge as possible that will make them stand out from other applicants when they seek a job in the hotel.

Due to the expansion of travel, lodging, food services, and other related businesses, the

hospitality management degree program is one of the most sought-after college degree programs (De Castro, 2017). Additionally, Diaz and Maramento (2024) stated that graduates had the option to work in hotels, catering, drinks, cruises, events, bars, and hundreds of other positions available; however, to succeed, one needs to have a specific set of skills. The possession and application of competence are the knowledge, abilities, and attitudes required to carry out a particular task according to the standards expected by the workplace (Fantazy et al., 2010). Outstanding job options for graduates in food services and lodging management have been made possible by the demand for qualified management employees. However, this rise in demand has also brought forth issues regarding the design and assessment of hospitality education. Today's hospitality courses cover more than the usual topics of lodging, food and drink, and tourism. They also covered the management of meetings, events, conventions, festivals, leisure activities, gaming, and cruises.

According to Griffin (2020), with this increase comes a demand from students and readiness from educators to increase the number of courses and specialized study area offerings. Programs leading to a vocational degree, such as those in hotel and hospitality management, are intended to satisfy an industry need for skilled future employees. Quinn and Buzzetto-Hollywood (2019) noted that education and competency development are a strategic focus because of the diverse hospitality and tourism sector's rising complexity and technological dependence, which boosts the skill requirements needed and expected of new workers. The majority of studies reviewed by Griffin (2020) from the viewpoint of industry experts, recent graduates, and educators found competencies in the soft domain, such as interpersonal skills, communication, ethics, and leadership, to be the most important for success in hospitality management.

In addition, most studies agree that hard competencies, such as technical or cognitive knowledge of a product or service, are important yet secondary to soft competencies. Rahman (2010) came to the conclusion that essential skills are crucial and necessary in the hospitality business and should be given more consideration. It is crucial to continuously analyze which competencies are essential to ensure that graduates fulfill the needs of the hospitality industry in today's rapidly evolving global business climate.

Thus, this study was conducted to determine the work readiness of BSHM graduate students by evaluating their technical and management skill levels, and to determine the factors that affected the development of these skill sets. This may also serve as the basis for a proposed post-undergraduate training and development program for graduates interested in pursuing careers in hospitality management.

Objectives of the Study

This study aims to determine graduating students' technical and management skills and the factors that have affected the development of these skills, specifically to:

1.   Determine the self-assessed technical and management skills of BSHM graduate students through a survey questionnaire.

2.   Determine the work readiness skills of BSHM students in terms of (a) technical skills in housekeeping and food and beverage services; (b) management competency through a teacher-made test; (c) identify the factors that affect the technical and management skills of BSHM-graduating students.

2. Materials and Methods

2.1. Research Design

A mixed-method research approach, particularly a descriptive research design, was used in this study. The quantitative part of the study focused on determining the self-assessed technical skills of the BSHM graduating students through a survey questionnaire and measuring both the technical and management skills level of the BSHM graduating students through an actual demonstration skills test and a teacher-made test, respectively, while the qualitative part focused on identifying the factors that affect the BSHM students' technical and management skills development through an open-ended interview questionnaire.

2.2. Sampling Procedure

The subjects of the study were 105 randomly selected 4th year Bachelor of Science in Hospitality Management students enrolled in the Second Semester, School Year 2021–2022 of Isabela State University, Cauayan City, Isabela. Thirty (30) participants were randomly chosen to answer an open-ended questionnaire to gather qualitative data for the study.

2.3. Data Collection

The following instruments were used to gather the data required for the study:

2.3.1. Self-Assessed Technical Skills Survey Questionnaire

The self-assessed technical survey questionnaire was adapted from the Technical Education and Skills Development Authority (TESDA) Self-Assessment Checklist. The instrument is composed of two technical skills self-assessment checklists, namely, the Housekeeping Procedures, which consists of four major competencies, and Food and Beverage Services, which consists of five major competencies.

All 105 BSHM graduates completed a construct-validated survey questionnaire. Participants indicated their level of agreement with 54 evaluative statements regarding their self-assessed technical skills. Each item was scored using a five-point scale

Cronbach's alpha was used to test the normality and reliability of the data. Cronbach's alpha again indicated a high reliability score of .99.

2.3.2. Technical and Management Skills Level

To determine the technical skills level of the graduating students, an actual skills demonstration test in food and beverage services and housekeeping procedures was administered by the researchers using the adapted Technical Education and Skills Development Authority (TESDA) Assessment Checklist.

The management skills level of the graduating students was also measured using a 40-item multiple-choice test to interpret and analyze hotel reports and situational analysis. The test was validated by a language and professional education specialist to review the structure and content of the test items.

2.3.3. Open- Ended Questionnaire

To identify the factors that have affected the development of the technical and managerial skills of the BSHM graduate students, a researcher-made open-ended questionnaire was used for the 30 randomly selected participants. The questions underwent face and content validity to ensure the clarity and conciseness of the question given. The open-ended questionnaire distributed via FB Messenger provided detailed information concerning the students' viewpoints on the factors that have affected the development of their technical and management skills.

2.4. Data Analysis

Frequency and percentage counts were used to determine the students' profiles. Descriptive statistics (mean and standard deviation) were used to determine students' level of self-assessed technical skills.

The student's self-assessed technical skills level was described using an arbitrary scale, ranging from 1 to 5, with corresponding weighted mean ranges and descriptive interpretations. A score of 1, with a weighted mean between 1.00 and 1.50, indicates "Strongly Disagree" or "Very Incompetent." A score of 2, with a weighted mean from 1.51 to 2.50, corresponds to "Disagree" or "Incompetent." A score of 3, covering a weighted mean of 2.51 to 3.50, represents "Moderately Agree" or "Moderately Competent." A score of 4, ranging from 3.51 to 4.50, translates to "Agree" or "Competent." Finally, a score of 5, with a weighted mean of 4.51 to 5.00, denotes "Strongly Agree" or "Very Competent".

The students' actual technical skills assessment level was described using an arbitrary scale, with scores ranging from 1 to 5, each associated with a specific weighted mean range and descriptive interpretation. A score of 1, corresponding to a weighted mean between 1.00 and 1.50, indicates "Very Incompetent." A score of 2, covering a weighted mean from 1.51 to 2.50, is interpreted as "Incompetent." A score of 3, with a weighted mean of 2.51 to 3.50, reflects "Moderately Competent." A score of 4, spanning a weighted mean from 3.51 to 4.50, signifies "Competent." Finally, a score of 5, with a weighted mean between 4.51 and 5.00, denotes "Very Competent."

The students' management skills level was assessed using an arbitrary scale with scores ranging from 0 to 40, each representing a specific descriptive interpretation. A score between 36 and 40 indicates a "Very High" level of management skills, while a score of 26 to 35 reflects a "High" level. Scores from 16 to 25 suggest a "Moderately High" level, and those from 6 to 15 indicate a "Low" level of management skills. Finally, a score between 0 and 5 represents a "Very Low" level of management skills.

Finally, in analyzing the qualitative data gathered using the interview questionnaire, the

transcripts of the interviews were coded and thematically analyzed.

2.5. Ethical Consideration

In conducting the study, ethical considerations were prioritized to respect participants' rights and ensure data integrity. Participation was voluntary, and informed consent was provided by all participants who were fully briefed on the study's objectives and scope. Personal information was anonymized and confidentially handled to protect individual privacy. The study also ensured that the data would only be used for academic and research purposes, avoiding any misuse or misinterpretation that could impact participants' reputation or employability. Feed-back and results are shared with stakeholders to promote transparency and mutual benefits.
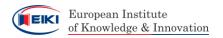
3. Results and Discussion

3.1. Determination of the Self-Assessed Technical and Management Skills of the BSHM Graduating Students through a Survey Questionnaire

Table 1 shows the students' assessments of their housekeeping abilities. Students agreed that they possessed the necessary abilities to maintain public areas (M=4.32, SD=.59), which included tasks such as proper choice, use, and storage of chemicals (M=4.39, SD=.67), applying various procedures to keep public areas clean (4.39, SD=.64), locating and reporting problems, and performing preventive maintenance of facilities (M=4.25, SD=.73). Additionally, students also agreed that they could offer housekeeping services to guests (M=4.31, SD=.58), such as cleaning and setting up the guest room in accordance with standards (M=4.37, SD=.65), collecting and storing any items that guests may have left behind (M=4.37, SD=.66), and completing room attendant reports promptly and in accordance with rules (M=4.26, SD=.71). Students agreed that they could offer laundry services to their visitors (M=4.24, SD=.73), including picking up and delivering guest clothing (M=4.17, SD=.80), sorting items, choosing the best methods for laundry (M=4.21, SD=.69), and appropriate use of cleaning agents and chemicals (M=4.27, SD=.65). Finally, the students agreed that they could offer valet/butler services to their guests (M=4.22, SD=.60) by, for example, accessing and using client records to deliver customized services (M=4.20, SD=.71) and building rapport with clients (M=4.33, SD=.67). The overall mean of 4.27 (SD=.56) shows that the students were competent in performing their housekeeping skills.

Table 1. Self-assessment of housekeeping skills of the students.

Statements on the self-assessed housekeeping skills of students	Mean	SD	Descriptive interpretation
Competency 1: **Provide valet/butler service**			
I can define the role of butler/ valet in accordance with establishment standards.	4.16	.72	Agree
I can access and utilize knowledge of individual guests record toprovide personalized and quality valet service.	4.20	.71	Agree
I can enhance rapport establish and feelings of goodwillbetween the guest and the establishment through principles of good communication.	4.33	.67	Agree
I can follow valet grooming and communication, and provide personalized valet services to guests in accordancewith establishment standards.	4.36	.62	Agree
I can deal with intoxicated guests and underage drinkers withcaution and care in compliance with legal regulations and him in line with enterprise practice.	4.08	.83	Agree
I can seek immediate assistance from hotel security personnel for the situations that poses a threat to safety and security according to enterprise procedure as well as legislative requirements as per alcoholic regulations.	4.20	.79	Agree
Total	**4.22**	**.61**	**Competent**
Competency 2: **Provide housekeeping to guests**			
I can accept and record guest/staff housekeeping requests and service delivery in accordance to enterprise policies and procedure.	4.31	.66	Agree
I can safely load trolleys with adequate supplies and select correct	4.28	.66	Agree

cleaning equipment required for servicing rooms in accordance with establishment procedures.			
I can identify correctly rooms requiring service based on information supplied to room attendants report and access rooms in accordance with the establishment's customer service and security procedures.	4.29	.68	Agree
I can clean and make up the room in accordance with the standard operation procedures of the establishment.	4.37	.65	Agree
I can accomplish the room attendants report accordingly and report promptly any unusual or suspicious person, item or occurrence in accordance with establishment procedures.	4.27	.71	Agree
I can collect and store guest's belongings left in vacated rooms in accordance with lost and found establishment procedures.	4.37	.67	Agree
Total	**4.31**	**.59**	**Competent**
Competency 3: **Public area maintenance**			
I can select and use cleaning equipment and chemicals according to type of cleaning to be done and use protective clothing whenever necessary.	4.39	.67	Agree
I can clean and store chemicals properly in accordance with manufacturer's specifications and requirements; and check all equipment for cleanliness and in safe working conditionprior to use.	4.30	.65	Agree
I can identify and report defects and carry out routinary preventive maintenance on facilities, furniture and fixtures within public areas of the establishment in accordance with enterprise procedures.	4.26	.73	Agree
I can apply appropriate procedures in accordance with the technique such as preparing wet and dry areas for cleaning to reduce risk to colleagues and customers.	4.39	.64	Agree
I can dispose of garbage and use chemicals in accordancewith hygiene, safety and environmental legislation requirements.	4.32	.67	Agree
I can store equipment in the designated area and in a condition ready for re-use; and store and control chemicals in accordance with health andsafety requirements.	4.27	.68	Agree
Total	**4.32**	**.59**	**Competent**
Competency 4: **Provide laundry service**			
I can pick up and deliver guest clothes and in-house items in accordance with enterpriserequirements.	4.17	.80	Agree
I can sort items according to cleaningprocess required and urgency of the item and check for stains and treats items for laundering using the prescribed procedure as well as checks for possible valuables inside the pocket.	4.24	.69	Agree
I can select laundry methods in accordance with textile labelingcodes and based on fiber and fabric, dye fastness, degreeof soilage and washing instructions and operate laundry equipment in accordance with manufacturer's instructions.	4.22	.69	Agree
I can record any damage arising from the laundering process and appropriate person(s) is/are notified in accordance with establishment procedures.	4.28	.69	Agree
I can use cleaning agents and chemicals in accordance with manufacturer's instructions and specific laundry equipment.	4.28	.66	Agree
I can process internal record and billing instructions inaccordance with enterprise procedures and produce necessary internal laundry reports.	4.15	.73	Agree
Total	**4.24**	**.58**	**Competent**
Overall mean	**4.2710**	**.56**	**Competent**

3.2. Determination of the Work Readiness Skills of BSHM Students in Terms of Technical Skills in Housekeeping and Food and Beverage Services

Table 2 shows the students' assessments of their food and beverage service abilities. Students fully agreed that they were capable of extending a warm welcome to visitors (M=4.38, SD=.71), taking orders for food and drink (M4.40, SD=.67), and inspecting the

quality of the food and the cleanliness of the tableware (MD=4.40, SD=.67). They also affirmed that they could set up the dining room/restaurant area for service (M=4.07, SD=.69) by doing things, such as accurately responding to and recording customer inquiries (M=4.47, SD=.006), setting up the waiter's station with the necessary supplies (M=4.22, SD=.73), folding and laying table napkins appropriately (M=4.18, SD=.74), and setting tables in accordance with restaurant standards (M=4.22, SD=.71). Additionally, they agreed that they could serve food and guests, especially when it came to serving food to the right of the guest (M=4.24, SD=.69), following the meal sequence (M=4.25, SD=.70), and clearing dirty dishes from the tables (M=4.31, SD=.66); however, they only moderately agreed when it came to serving beverages at the proper times (9M=3.00, SD=.09), and accurately processing bills (M=3.00, SD=.09). However, students moderately agreed that they were capable of engaging in activities that promote food and beverage products (M=3.00, SD=.00), such as learning the names and pronunciations of dishes, engaging in suggestive selling to aid guests in making decisions, and recommending new items to frequent customers. They also moderately agreed while handling tasks related to offering room service to customers (M=3.01, SD=.13), such as taking phone calls and clarifying order details, deciphering orders from doorknob dockets, confirming the guests' names on the bill, and checking customers' accounts for accuracy. The total mean of 3.61 (SD=.29) demonstrates that students can perform their food and beverage service abilities with competence.
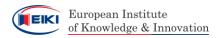
Based on the results of the data gathered on the self-assessment of students, they agreed that they were competent in their housekeeping skills. Besides, students must be aware of a hotel's surroundings, its physical attributes, and the profiles of all of its departments, including housekeeping, as well as the standards that have been implemented and the knowledge in the areas of housekeeping, laundry, and rooms. Besides, the degree to which students are prepared for their future careers depends significantly on their general abilities, foundational area-related skills, functional curriculum-related skills, and concentration area-related skills. Meanwhile, the findings in the field of food and beverage services show that while some competencies result in moderate competence, students agree that they are competent in general. Antara and Anggreni (2023) emphasized that students develop their competencies regardless of their learning strategies. To maintain the industry's vitality, Balan (2018) noted that employees in the hospitality sector, including the food and beverage sector, must meet client needs. Moreover, the students' positive self-assessed skills in housekeeping procedures and food and beverage services conform with the study by Andrade and Du (2005) that as students progressed, their attitudes about self-evaluation tended to grow more favorably

Table 2. Self-assessment on food and beverage services skills of the students.

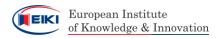| Statements on the self-assessed food and beverage skills of students	Mean	SD	Descriptive interpretation
Competency 1:			
Prepare dining room/restaurant area for service			
Answer phone and inquiries promptly and record reservations accurately based on establishments' standards as well as provide additional information about the services offered by the establishment.	4.48	3.00	Agree
Prepare waiter's station with supplies necessary for service, arrange tables and chairs.	4.23	.74	Agree
Check cleanliness and condition of all tableware and dining equipment; and fill water pitcher, ice buckets and condiments.	4.34	.71	Agree
Set the air-condition and adjust lights according to the time of the day and keep ready electrical appliances/ equipment like coffee pots, tea pots, plate warmers etc.	3.00	.098	Moderately Agree
Set table and covers correctly as to the prescribed standards of the establishment and according to the pre-determined menu and/or fixed menu.	4.23	.71	Agree
Folds cloth napkins properly and lays them appropriately on the table according to napkin folding style; and skirt table properly for buffet etc.	4.18	.74	Agree
Total	**4.08**	**.69**	**Competent**
Competency 2:			
Welcome and take food and beverage orders			

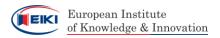|			
Acknowledge and greet guest as soon as they arrive with an appropriate welcome; as well as check details of reservations based on the standards of the establishments.	4.38	.71	Agree
Escort guest according to table allocations to control the traffic flow of guests in the dining room; and seat guests while applying the standard operating procedure of the establishment such as laying the napkin, serving water when applicable and presenting the menu.	4.29	.71	Agree
Take orders accurately and repeat orders for confirmation and note special requests and requirements as well as place orders to the kitchen promptly, all in accordance with the standard of the establishment.	4.40	.67	Agree
Provide appropriate tableware according to menu choices and adjust in accordance with the standards of the establishment.	4.27	.67	Agree
Before serving, check for quality of food, tableware for chips or cracks, marks, cleanliness, spills and drips of food, and carry out plates and trays safely.	4.40	.67	Agree
Relay accurate information about special requests, dietary or cultural requirements to the kitchen and observe work technology according to the standards of the establishment.	3.00	.00	Moderately Agree
Total	**4.12**	**.52**	**Competent**
Competency 3:			
Promote food and beverage products			
Master the names and pronunciations of dishes in the menu and memorize its ingredients and study the descriptions of every item in the menu.	3.00	.00	Moderately Agree
Provide information about the food items in clear explanations and master common food allergens to prevent serious health consequences.	3.00	.00	Moderately Agree
Offer item on specials or promos to assist guests with food and beverage selections and pairings; and suggest name of specific menu items to help guest in making choices.	3.00	.00	Moderately Agree
Carry out suggestive selling discreetly to provide more options to guests and use descriptive words to make it more tempting and appetizing.	3.00	.00	Moderately Agree
Suggest slow moving but highly profitable items and offer second servings of items ordered to increase guest check.	3.00	.00	Moderately Agree
Recommend new items to regular guests to encourage them to try other items in the menu.	3.00	.00	Moderately Agree
Total	**3.00**	**.00**	**Moderately Competent**
Competency 4:			
Provide food and beverage service to guests			
Serve food orders to the right guest and mention the name of the dish with minimal disturbance to other guests and in accordance to food safety procedures and general service principles; and conduct the 3-minute rule to check guest satisfaction.	4.24	.69	Agree
Monitor and observe sequence of meal service in accordance with the standard procedure of the establishment.	4.25	.70	Agree
Provides necessary condiments, sauces and appropriate tableware based on the food order and recognize delays or deficiencies in service and follow up promptly based on enterprise policy.	4.25	.72	Agree
Serve beverages at appropriate times and temperature efficiently and carry out wine service with minimal disturbance to other guests and in accordance with the establishment's procedure.	3.00	.09	Moderately Agree

Remove soiled dishes when guests are finished with the meal and handle food scraps in accordance with hygiene regulations and enterprise procedures.	4.31	.66	Agree
Process bills accurately, verify amount with the customer, accept payment for cash and non-cash payments and issue receipts; and complete required documentation in accordance with the enterprise policy.	3.00	.09	Moderately Agree
Total	**3.84**	**.42**	**Competent**
Competency 5:			
Provide room service			
Answer telephone call courteously, use suggestive selling techniques, clarify details of orders with guest for accuracy and advise guest for approximate time of delivery.	3.00	.09	Moderately Agree
Interpret accurately room service orders received from doorknob dockets.	3.00	.09	Moderately Agree
Prepare and cover food items during transportation to the room, and set up room service equipment and supplies in the trolley according to the food ordered and in accordance with establishment procedures.	3.00	.09	Moderately Agree
Verify guest's name on the bill before announcing the staff's presence outside the door and greet guests politely in accordance with the establishment's service procedures.	3.01	.19	Moderately Agree
Check guests' accounts for accuracy and presented the bill in accordance with establishment procedures then ask the guest to sign for charge accounts.	3.00	.09	Moderately Agree
Explain procedure to take away the tray or trolley when the guests have finished their meal; and check and clean dirty trays from all floors in accordance with the establishment's procedure.	3.01	.19	Moderately Agree
Total	**3.01**	**.13**	**Moderately Competent**
Overall mean	**3.61**	**.29**	**Competent**

Table 3 shows students' workplace preparation for housekeeping. The students demonstrated competence in the upkeep of public areas (M=3.67, SD=.69), which included tasks such as storing, choosing, and utilizing chemicals appropriately as well as employing the right process to keep public areas clean. They also demonstrated competency in delivering housekeeping services to guests (M=3.66, SD=.74), which included tasks such as loading trolleys with sufficient supplies (M=3.66, SD=.74), cleaning and preparing rooms in line with standards (M=3.66, SD=.74), and completing room-attendant reports in a timely manner (M=3.66, SD=.74). They also demonstrated competence in offering laundry services (M=3.66, SD=.71), which included tasks such as selecting and delivering guest clothing, classifying items according to cleaning methods, documenting any damage caused by the processes, and using cleaning agents and chemicals correctly, with a mean score of 3.66 (SD=.72). They were also competent in providing butler services to guests (M=3.64, SD=.74), particularly when it came to building rapport and a positive attitude toward guests (M=3.65, SD=.75), as well as handling intoxicated guests with caution and care (M=3.66, SD=.75). The overall mean of 3.65 (SD=.71) shows that the students are competent in performing their housekeeping skills.

Table 3. Work readiness skills of students in housekeeping procedures.

Work readiness housekeeping skills of students	Mean	SD	Descriptive interpretation
Competency 1:			
Provide valet/butler service			
Define the role of butler/ valet in accordance with establishment standards.	3.64	.74	Competent
Access and utilize knowledge of individual guests record to provide personalized and quality valet service.	3.64	.74	Competent
Enhance rapport establish and feelings of goodwillbetween	3.65	.75	Competent

the guest and the establishment through principles of good communication.			
Follow valet grooming and communication, and provide personalized valet services to guests in accordance with establishment standards.	3.57	.77	Competent
Deal with intoxicated guests and underage drinkers with caution and care in compliance with legal regulations and him in line with enterprise practice.	3.66	.75	Competent
Sought immediate assistance from hotel security personnel for the situations that poses a threat to safety and security according to enterprise procedure as well as legislative requirements as per alcoholic regulations.	3.64	.74	Competent
Total	**3.64**	**.74**	**Competent**
Competency 2: **Provide housekeeping to guests**			
Accept and record guest/staff housekeeping requests and service delivery in accordance to enterprise policies and procedure.	3.65	.74	Competent
Safely load trolleys with adequate supplies and select correct cleaning equipment required for servicing rooms in accordance with establishment procedures.	3.66	.74	Competent
Identify correctly rooms requiring service based on information supplied to room attendants report and access rooms in accordance with the establishment's customer service and security procedures.	3.65	.74	Competent
Clean and make up the room in accordance with the standard operation procedures of the establishment.	3.66	.74	Competent
Accomplish the room attendants report accordingly and report promptly any unusual or suspicious person, item or occurrence in accordance with establishment procedures.	3.66	.74	Competent
Collect and store guest's belongings left in vacated rooms in accordance with lost and found establishment procedures.	3.65	.74	Competent
Total	**3.66**	**.74**	**Competent**
Competency 3: **Public area maintenance**			
Select and use cleaning equipment and chemicals according to type of cleaning to be done and use protective clothing whenever necessary.	3.67	.70	Competent
Clean and store chemicals properly in accordance with manufacturer's specifications and requirements; and check all equipment for cleanliness and in safe working conditionprior to use.	3.67	.70	Competent
Identify and report defects and carry out routinary preventive maintenance on facilities, furniture and fixtures within public areas of the establishment in accordance with enterprise procedures.	3.67	.70	Competent
Apply appropriate procedures in accordance with the technique such as preparing wet and dry areas for cleaning to reduce risk to colleagues and customers.	3.66	.70	Competent
Dispose of garbage and use chemicals in accordancewith hygiene, safety and environmental legislation requirements.	3.67	.70	Competent
Store equipment in the designated area and in a condition ready for re-use; and store and control chemicals in accordance with health andsafety requirements.	3.67	.70	Competent
Total	**3.67**	**.69**	**Competent**
Competency 4: **Provide laundry service**			
Pick up and deliver guest clothes and in-house items in accordance with enterpriserequirements.	3.66	.72	Competent

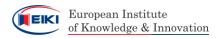|			
Sort items according to cleaning process required and urgency of the item and check for stains and treats items for laundering using the prescribed procedure as well as checks for possible valuables inside the pocket.	3.66	.72	Competent
Select laundry methods in accordance with textile labeling codes and based on fiber and fabric, dye fastness, degreeof soilage and washing instructions and operate laundry equipment in accordance withmanufacturer's instructions.	3.66	.72	Competent
Record any damage arising from the laundering processand appropriate person(s) is/are notified in accordance with establishment procedures.	3.66	.72	Competent
Use cleaning agents and chemicals in accordance with manufacturer's instructions and specific laundry equipment.	3.66	.72	Competent
Process internal record and billing instructions inaccordance with enterprise procedures and produce necessary internal laundry reports.	3.62	.71	Competent
Total	**3.66**	**.71**	**Competent**
Overall mean	**3.65**	**.71**	**Competent**

Table 4 presents student workplace readiness for food and beverage services. The students performed competently (M=3.65, SD=.45) when preparing the dining room/restaurant area for service, with tasks such as promptly taking phone calls and recording reservations (M=3.91, SD=.70), folding and laying table napkins appropriately (M=4.12, SD=.74), and setting the table and covering in accordance with the prescribed standards (M=3.62, SD=.60). However, they performed only moderately well (M=3.06, SD=.28) when adjusting the air conditioning and lights of the area. Students also demonstrated competence in greeting and taking orders for food and drinks (M=56, SD=.47), particularly when it came to acknowledging and greeting guests as soon as they arrived (M=3.87, SD=.70), escorting guests to their assigned tables (M=3.84, SD=.66), and taking orders from the guests (m=3.73, SD=.76). The students performed moderately competent when it came to serving food and beverages to guests (M=3.28, SD=.27), especially when it came to tasks such as keeping track of the order of the meal (M3.32, SD=.58), providing sauces and condiments (M=3.10, SD=.55), and serving beverages at appropriate times (M=3.00, SD=.09). They also did well when it came to serving meal orders to the appropriate guests, mentioning the dish's name (M=3.55, SD=.53), and clearing away dirty dishes after customers had finished eating (M=3.72, SD=.56). The students demonstrated a fair bit of competence in promoting food and beverage products (M=3.02; SD=.19). This included tasks such as learning the names and pronunciations of dishes (M=3.02; SD=.21), offering items on promotions, engaging in suggestive selling, and recommending new items to frequent customers, all with a mean of 3.01 (SD=.19). The students also displayed a fair level of competency in delivering room service (M=3.01, SD=.13), which includes tasks like validating the guest's identity on the bill (M=3.01, SD=.19), politely taking calls, preparing food, and monitoring the guest's accounts where all have a mean of 3.00 (SD=.09). The students' overall mean of 3.31 (SD=.23) shows that they were moderately competent in demonstrating their food and beverage service abilities.

In terms of the assessment of work readiness, students were found to be competent in performing various tasks in the housekeeping area and moderately competent in food and beverage services. This is due to the fact that food and beverage require more competencies and higher standards, particularly in customer relations and interpersonal skills. The study by Estribor and Pagaran (2022) revealed that a lack of understanding and knowledge of tasks, especially in hands-on activities in FBS, is one of the challenging parts of developing the said skill set. Meanwhile, some authors (Sönmez et al., 2017) claimed that, while some believe that they have the necessary skills and professionalism to meet the requirements for food and beverage services, there is a greater need for teaching staff to be trained and developed.
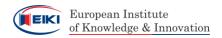
Table 4. Work readiness skills of students in food and beverage services.

Work readiness of food and beverage skills of students	Mean	SD	Descriptive interpretation
Competency 1: **Prepare dining room/restaurant area for service**			
Answer phone and inquiries promptly and record	3.91	.70	Competent

reservations accurately based on establishments' standards as well as provide additional information about the services offered by the establishment.			
Prepare waiter's station with supplies necessary for service, arrange tables and chairs.	3.59	.58	Competent
Check cleanliness and condition of all tableware and dining equipment; and fill water pitcher, ice buckets and condiments.	3.58	.63	Competent
Set the air-condition and adjust lights according to the time of the day and keep ready electrical appliances/ equipment like coffee pots, tea pots, plate warmers etc.	3.06	.28	Moderately competent
Set table and covers correctly as to the prescribed standards of the establishment and according to the pre-determined menu and/or fixed menu.	3.62	.60	Competent
Folds cloth napkins properly and lays them appropriately on the table according to napkin folding style; and skirt table properly for buffet etc.	4.12	.74	Competent
Total	**3.65**	**.45**	**Competent**
Competency 2: **Welcome and take food and beverage orders**			
Acknowledge and greet guest as soon as they arrive with an appropriate welcome; as well as check details of reservations based on the standards of the establishments.	3.87	.70	Competent
Escort guest according to table allocations to control the traffic flow of guests in the dining room; and seat guests while applying the standard operating procedure of the establishment such as laying the napkin, serving water when applicable and presenting the menu.	3.84	.66	Competent
Take orders accurately and repeat orders for confirmation and note special requests and requirements as well as place orders to the kitchen promptly, all in accordance with the standard of the establishment.	3.73	.76	Competent
Provide appropriate tableware according to menu choices and adjust in accordance with the standards of the establishment.	3.54	.66	Competent
Before serving, check for quality of food, tableware for chips or cracks, marks, cleanliness, spills and drips of food, and carry out plates and trays safely.	3.36	.60	Moderately competent
Relay accurate information about special requests, dietary or cultural requirements to the kitchen and observe work technology according to the standards of the establishment.	3.02	.21	Moderately competent
Total	**3.56**	**.47**	**Competent**
Competency 3: **Promote food and beverage products**			
Master the names and pronunciations of dishes in the menu and memorize its ingredients and study the descriptions of every item in the menu.	3.02	.21	Moderately competent
Provide information about the food items in clear explanations and master common food allergens to prevent serious health consequences.	3.01	.19	Moderately competent
Offer item on specials or promos to assist guests with food and beverage selections and pairings; and suggest name of specific menu items to help guest in making choices.	3.01	.19	Moderately competent
Carry out suggestive selling discreetly to provide more options to guests and use descriptive words to make it more tempting and appetizing.	3.01	.19	Moderately competent

Suggest slow moving but highly profitable items and offer second servings of items ordered to increase guest check.	3.01	.19	Moderately competent
Recommend new items to regular guests to encourage them to try other items in the menu.	3.01	.19	Moderately competent
Total	**3.02**	**.19**	**Moderately competent**
Competency 4: **Provide food and beverage service to guests**			
Serve food orders to the right guest and mention the name of the dish with minimal disturbance to other guests and in accordance to food safety procedures and general service principles; and conduct the 3-minute rule to check guest satisfaction.	3.55	.53	Competent
Monitor and observe sequence of meal service in accordance with the standard procedure of the establishment.	3.32	.58	Moderately competent
Provides necessary condiments, sauces and appropriate tableware based on the food order and recognize delays or deficiencies in service and follow up promptly based on enterprise policy.	3.10	.55	Moderately competent
Serve beverages at appropriate times and temperature efficiently and carry out wine service with minimal disturbance to other guests and in accordance with the establishment's procedure.	3.00	.09	Moderately competent
Remove soiled dishes when guests are finished with the meal and handle food scraps in accordance with hygiene regulations and enterprise procedures.	3.72	.56	Competent
Process bills accurately, verify amount with the customer, accept payment for cash and non-cash payments and issue receipts; and complete required documentation in accordance with the enterprise policy.	3.01	.13	Moderately competent
Total	**3.28**	**.27**	**Moderately competent**
Competency 5: **Provide room service**			
Answer telephone call courteously, use suggestive selling techniques, clarify details of orders with guest for accuracy and advise guest for approximate time of delivery.	3.00	.09	Moderately competent
Interpret accurately room service orders received from doorknob dockets.	3.00	.09	Moderately competent
Prepare and cover food items during transportation to the room, and set up room service equipment and supplies in the trolley according to the food ordered and in accordance with establishment procedures.	3.00	.09	Moderately competent
Verify guest's name on the bill before announcing the staff's presence outside the door and greet guests politely in accordance with the establishment's service procedures.	3.01	.19	Moderately competent
Check guests' accounts for accuracy and presented the bill in accordance with establishment procedures then ask the guest to sign for charge accounts.	3.00	.09	Moderately competent
Explain procedure to take away the tray or trolley when the guests have finished their meal; and check and clear dirty trays from all floors in accordance with the establishment's procedure.	3.01	.19	Moderately competent
Total	**3.01**	**.13**	**Moderately competent**

Overall mean	3.31	.23	**Moderately competent**

Based on the table below, the management skills level of 52 students (49.7 %) received a low score, whereas 53 students (50.6 %) received a moderately high score. The students' total mean score for management skill proficiency, as determined by a test created by the researchers, demonstrates that their management skills level, particularly in analyzing and interpreting hotel reports and situational analysis, is low.

Based on the assessment of the management skills level of students administered through a teacher-made test, it was revealed that their management skills level, particularly in analyzing and interpreting hotel reports and situational analysis, was low. According to Buergermeister (1983), a hotel manager must possess various abilities to meet business demands. Based on the study of Pratt and Hahn (2016), it was suggested that key competencies for hotel management students can be developed through simulations, experiential learning, and case studies. Nevertheless, Griffin (2020) indicated that programs should stress teaching hospitality students' soft competencies in favor of hard competencies.

Table 5. Frequency, percentage and overall mean of the students in their management skills competency.

Score	Frequency	Percentage	Descriptive interpretation
6 to 15	52	49.70	Low
16- 25	53	50.60	Moderately High
Total	**105**	**100.00**	
Mean score	**15.44**		**Low**
SD	**3.09**		

3.3. Factors that Affect the Technical and Management Skills of the BSHM Graduating Students

In the open-ended interview questionnaire, there are a few factors that affect the development of technical and management skills as perceived by the BSHM graduating students: personal/internal factors, interpersonal factors, teachers' expertise, internship, laboratory exposures, and socioeconomic conditions.

The majority of the participants pointed out that personal factors, particularly lack of self-confidence and focus on studying during the pandemic, and adaptability to change from in-person to online learning have affected their ability to develop their skills. Participant 1 stated, '*For me, the factor that affects my development is dealing with others because I am shy to communicate with others.*' Lack of focus in studying through blended learning during the pandemic has impacted the development of BSHM students' skills because of the many problems they face during online classes (Alawamleh et al., 2022). This is interconnected with other factors, such as the socioeconomic condition of students (Bekova et al., 2021; Jones et al., 2018), in which financially stressed students or with money problems while studying could not focus; thus, the possibility of low academic performance, and ultimately would least develop technical and management skills. This is evident from the statements of Participants 28, 29, and 30.

Meanwhile, on a positive note, Participant 3 stated that "*the factor that affected the development of my skills was my self-confidence, which built me to adapt to new things that helped me indulge in some activities. Through this development, I gained so far and boosted my communication skills that I can apply to my future career.*" This conforms with the study of Nicholson et al. (2013) that students who were confident in their abilities also performed better, and thus, would be able to develop more skills and competencies required in the program.

BSHM students also perceived that teachers' expertise and involvement not only in conducting classes (both in-person and online classes) but also in having open communication during consultation hours and follow-up lessons has an effect on the development of technical and management skills. On a positive note, Participant 8 stated that "*The experience of the teachers greatly affected my development. Their sharing on how they experienced things related in the industry helped me a lot to understand what it is to become who I want to be in the future.*" Participants 9 and 10 also claimed that their teachers' knowledge and experience positively affected their skill development. On the other hand, Participants 25, 26, and 27 claimed that they had difficulty studying because their teachers were not attending their classes. Participant 24 also stated, "*It is not that I have not learned anything during online classes, but I was distracted, and the difficulty of reaching out with professors and classmates*". There were also participants who claimed that their communication skills with classmates and teachers became a barrier to the development of their technical and management skills. Some students are shy to communicate, and lack knowledge of how to communicate well with others. These issues fall

under interpersonal factors, such as poor/decreased communication levels with teachers (Okwuduba et al., 2021). Also, in the study by A. Khan, S. Khan, Zia-Ul-Islam, and M. Khan (2017), it was mentioned that teachers' ability to communicate with students has a significant impact on the performance of students. More to this, according to the study of Bal-Taştan, Davoudi, Masalimova, Bersanov, Kurbanov, Boiarchuk, and Pavlushin (2018), teachers' efficacy and motivation have a direct impact on student learning outcomes, and the teaching experience is positively associated with students' performance (Podolsky et al., 2019; Abou-Shouk et.al, 2014).

Many participants mentioned that laboratory exposure and internship, both known as practical experiences, also affect the development of their technical skills. Participants 15, 16, 17, 18, and 19 claimed that laboratory facilities were not good enough, including the tools and supplies utilized during hands-on activities. This is congruent with the study of Abou-Shouk, Abdelhakim, Hewedi (2014), which found that tourism and hospitality management students linked their learning process as well as their ability to acquire knowledge and competencies in the quality of facilities utilized while studying. Ramli, Zain, Campus, Chepa, and Bharu (2018) also emphasized that laboratory facilities, including all other campus facilities, have a significant impact on student academic achievement.

On the other hand, participants 11, 12, 13, and 14 claimed that although they had limited hands-on laboratories due to the pandemic, their on-the-job training, also known as internship, slowly helped them develop their skills, particularly in housekeeping, food and beverage, and front office. For instance, Participant 13 stated that "*I am more knowledgeable now and have gained a lot of expertise during OJT deployment*". This affirms the study by Anjum (2020) that internships have a significant impact on the professional, personal, and skills growth and development of business students. The internship program is important for undergraduate students to enhance their self-development and employment ability (Krishna & Babu, 2021), and internships are the most useful part of the study process among tourism and hospitality students (Donina, 2014).

Internship programs are crucial for undergraduate students to enhance their self-development and employability (Krishna & Babu, 2021). Internships are considered the most valuable component of the educational process, particularly in tourism and hospitality (Donina, 2014). These experiences provide practical skills, industry exposure, and professional networking opportunities, bridging the gap between academic knowledge and real-world application.

4. Conclusions

This study aimed to evaluate the work readiness of Bachelor of Science in Hospitality Management (BSHM) students by assessing their technical and management skills through various methods. The key findings were that students felt competent in housekeeping skills based on self-assessments, which was confirmed by performance assessments. This indicates a readiness to meet industry demands in housekeeping. A gap was found between the self-perceived and actual skills in Food and Beverage Services. While proficient in basic tasks, the students were only moderately competent in more complex service tasks. Management skills, particularly in analyzing hotel reports and situational analysis, were found to be low based on teacher-made tests despite students' moderately high self-assessments. Factors affecting skill development included personal factors (lack of self-confidence, poor study focus), interpersonal factors, teachers' expertise, internship experiences, laboratory exposure, and socioeconomic conditions. The shift to online learning during the pandemic exacerbated challenges in skill development. The study concluded that while students demonstrated competence in housekeeping, their moderate proficiency in food and beverage services and low management skills suggest the need for more practical exposure and focused training in these areas. Ad-dressing the identified factors hindering skill development is crucial for ensuring that graduates are fully prepared to meet industry demands. The findings highlight the need for continuous post-graduate training and development in specializations, implementation of comprehensive programs to enhance technical and essential skills, and improvement of practical exposure and teachers' expertise.

Recommendations

Based on this study, it is recommended that the BSHM program implements a comprehensive strategy to enhance students' work readiness. This should include increasing practical exposure to food and beverage services, intensifying management skills training, and

addressing the factors hindering skill development. The program should consider incorporating more hands-on experience, industry partnerships for internships, and specialized workshops to bridge the gap between self-perceived and actual skills. In addition, the curriculum should be adapted to mitigate the impact of online learning on practical skill acquisition, possibly through hybrid learning models or simulated work environments. Postgraduate training programs and continuous professional development opportunities should be established to support graduates in their specializations and ensure that they remain competitive in the dynamic hospitality industry.

Conflicts of Interest: The authors of the study titled "Bridging the Gap: Technical and Management Competencies of BSHM Graduates in the Philippine Context" hereby declare that there are no conflicts of interest in relation to the respondents from Isabela State University, Cauayan. All data collected from the participants were gathered in accordance with ethical standards, ensuring voluntary participation and confidentiality of the responses. The researchers affirmed that they had no financial, personal, or professional interests that could have influenced the outcome or interpretation of the study's findings.

All parties involved were committed to ensuring the accuracy and integrity of the research process.

References

Abou-Shouk, M. A., Abdelhakim, A. S., & Hewedi, M. M. (2014). Factors affecting the development of target competencies among final-year Egyptian tourism and hospitality students. *Journal of Hospitality & Tourism Education, 26*(4), 178–187. doi:10.1080/10963758.2014.959966

Alawamleh, M., Al-Twait, L. M., Al-Saht, G. R. (2022). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies, 11*(2), 380-400. https://doi.org/10.1108/AEDS-06-2020-0131.

Andrade, H., & Du, Y. (2005). Student perspectives on rubric-referenced assessments. *Educational & Counseling Psychology Faculty Scholarship. 2.* https://scholarsarchive.library.albany.edu/edpsych_fac_scholar/2

Anjum, S. (2020). Impact of internship programs on professional and personal development of business students: a case study from Pakistan. Future Business Journal, 6, 2. https://doi.org/10.1186/s43093-019-0007-3

Antara, A. R. I M., Anggreni, Y. N. P. (2023). Exploring Management Food and Beverage Students' Perception and Expectation of Using Presentation and Dialogue in English Language Learning. *Jurnal Manajemen Pelayanan Hotel, 7*(1), 241-259. http://dx.doi.org/10.37484/jmph.070112.

Balan, T. M. (2018). Conversion of the Food and Beverage Services Course to Outcomes-based Education. Journal of Tourism & Hospitality, 7(2), 340. DOI: 10.4172/2167-0269.1000340

Bal-Taştan, S., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. V., & Pavlushin, A. A. (2018). The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *EURASIA Journal of Mathematics, Science and Technology Education, 14*(6), 2353-2366.

Bekova, S. K., Terentev, E. A., Maloshonok, N. G. (2021). Educational Inequality and COVID-19 Pandemic: Relationship between Family socioeconomic status and student experience of remote learning. *Вопросы образования, 1,* 74-92.

Buergermeister, J. (1983). Assessment of the Educational Skills and Competencies Needed By Beginning Hospitality Managers. *Hospitality Education and Research Journal, 8*(1), 38-53. https://doi.org/10.1177/109634808300800105

Commission on Higher Education (2017). Policies, standards, and guidelines for the Bachelor of Science in Hospitality Management (BSHM). CMO 62, s. 2017. https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.-62-s.-2017.pdf

De Castro, G. L. (2017). Tracer study of Hotel and Restaurant Management graduates of one state college in the Philippines from 2014-2016. *Asia Pacific Journal of Education, Arts and Sciences, 4(*1), 41-47. https://apjeas.apjmr.com/wp-content/uploads/2017/03/APJEAS-2017.4.1.2.05.pdf

Diaz, S. M., & Maramento, E. L. (2024). The Employability of the Bachelor of Science in Hotel and Restaurant Management Graduates of Guimaras State College AY 2017 –2021: A Tracer Study. *Psychology and Education: A Multidisciplinary Journal, 16*(6), 683-692. DOI: 10.5281/zenodo.10530017

Doniņa, A. (2014). Significance of Internship in Tourism and Hospitality Education. *Proceedings of the International Scientific Conference of Daugavpils University / Daugavpils Universitates Starptautiskas Zinatniskas Konferences Materiali.* https://search.ebsco-host.com/login.aspx?Direct =true&db=aph&AN=101460094& Site =ehost-live.

Estribor, R. A., & Pagaran, J. R. (2022). Learning Engagement of Food and Beverage Services (FBS) Students' of Matanao National High School during COVID-19 Pandemic. *International Journal of Physical Medicine & Rehabilitation, 10*(3), 43-52. https://www.long-dom.org/open-access/learning-engagement-of-food-and-beverage-services-fbs-students-of-matanao-national-high-school-during-covid19-pandemic.pdf

Fantazy, K. A., Kumar, V., & Kumar, U. (2010). Supply management practices and performance in the Canadian hospitality industry. *International Journal of Hospitality Management, 29*(4), 685-693. https://doi.org/10.1016/j.ijhm.2010.02.001

Griffin, W. C. (2020). Hospitality faculty: are we meeting the demands of industry? *Journal of Teaching in Travel & Tourism, 20*(4), 262–283. https://doi.org/10.1080/15313220.2020.1746225

Hasri, N., Din, F. A. M., Same, A. H., Jakeriah, R., & Patah, M. O. R. A. (2021). Hospitality Fresh Graduates' Competency and Hotel Job Offer Decisions. *International Journal of Academic Research in Business and Social Sciences, 11*(16), 10–26. http://dx.doi.org/10.6007/IJARBSS/v11-i16/11212

Jones, P. J., Park, S. Y., & Lefevor, G. T. (2018). Contemporary college student anxiety: The role of academic distress, financial stress, and support. *Journal of College Counseling, 21*(3), 252-264.

Kabii, F., & Naghea, J. (2021). Preferred Social Networking App by Employees in Tourism and Hospitality Industry in Kenya. Journal of Tourism Management Research, 8(1). https://doi.org/10.18488/journal.31.2020.71.42.51

Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. *Journal of Education and Practice, 8*(1), 18-21.

Krishna, B. V., & Babu, J. S. (2021). Impact of Internship on Employability of Undergraduate Engineering Students: A Case Study. *Journal of Engineering Education Transformations, 34*(4), 67-73. https://doi.org/ 10.16920/jeet/2021/v34i4/153410

Nicholson, L., Putwain, D., Connors, L., Hornby-Atkinson, P. (2013). Key to successful achievement as an undergraduate Confidence and realistic expectations. *Studies in higher education, 38*(2), 285-298. https://doi.org/10.1080/03075079.2011.585710

Okwuduba, E. N., Nwosu, K. C., Okigbo, E. C., Samuel, N. N., & Achugbu, C. (2021). Impact of intrapersonal and interpersonal emotional intelligence and self-directed learning on academic performance among pre-university science students. *Heliyon, 7*(3), e06611. https://doi.org/10.1016/j.heliyon.2021.e06611

Podolsky, A., Kini, T., Darling-Hammond, L. (2019). Does teaching experience increase teachers' effectiveness? A review of US research. *Journal of Professional Capital and Community, 4*(4), 286-308. https://doi.org/10.1108/JPCC-12-2018-0032

Pratt, M. A., & Hahn, S. (2016). Enhancing hospitality student learning through the use of a business simulation. *Journal of Hospitality, Leisure, Sport & Tourism Education, 19*, 10-18. https://doi.org/10.1016/j.jhlste.2016.05.001

Quinn, K., & Buzzetto-Hollywood, N. (2019). Faculty and Student Perceptions of the Importance of Management Skills in the Hospitality Industry. *Interdisciplinary Journal of e-Skills and Lifelong Learning, 15*, 21-41. https://doi.org/10.28945/4198

Rahman, M. (2010). The importance of essential skills in the hospitality industry. *Hospitality Review, 28*(1), 35-47.

Ramli, A., Zain, R. M., Campus, C., Chepa, P., & Bharu, K. (2018). The impact of facilities on students' academic achievement. *Science International (Lahore), 30*(2), 299-311. http://www.sci-int.com/pdf/636613109483179335.edited.pdf

Sönmez, S., Apostolopoulos, Y., Lemke, M. K., Hsieh, Y.-C. (J.), & Karwowski, W. (2017). Complexity of occupational health in the hospitality industry: Dynamic simulation modeling to advance immigrant worker health. *International Journal of Hospitality Management, 67*, 95-105. https://doi.org/10.1016/j.ijhm.2017.08.006

Technical Education and Skills Development Authority (TESDA). (n.d.). Self-assessment guide. https://www.tesda.gov.ph/Self-Assessment