

TRACER STUDY OF BACHELOR IN HOTEL AND RESTAURANT SERVICE TECHNOLOGY (BHRST) GRADUATES OF BOHOL ISLAND STATE UNIVERSITY CANDIJAY CAMPUS, BOHOL, PHILIPPINES

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ABSTRACT

Ascertaining graduates' employment rate is one of the factors to consider in achieving the institution's vision and mission. Thus, researchers evaluated the employment status of BHRST graduates of the Bohol Island State University- Candijay campus from Academic Year 2015-2018 using mixed methods deploying a modified CHED Graduate tracer questionnaire. Findings revealed that most BHRST graduates are employed after graduation in hotel and restaurant business and landed their first job from one to six months as walk-in applicants in the Philippines. Salaries and benefits are the primary reasons for accepting or leaving their job, wherein P 5,000.00 to less than 10,000.00 are their majority initial gross monthly earnings. Lastly, it was perceived that communication skills and human relations skills are the beneficial competencies they learned from BISU and the OJT curriculum gives them an advantage for work.

Keywords: BISU, BHRST, Employability, Graduates, Tourism, and Hospitality

INTRODUCTION

Higher education developments in recent years strongly relate to the issue of graduates' employability. This concept's emerging position is widespread in national and international Science, media, and political arenas, particularly in organizations such as the International Labor Organization or the Organization for Economic Cooperation and Development. Employability is regarded as an aspect of higher education quality, or more precisely, the benefit and usefulness of the study program for career and work tasks (Storen & Aamodt, 2010). The most significant contribution of quality higher education is to equip graduates with knowledge, skills, and attitudes to perform at work. Several changes and developments require new employability skills from graduates that enable them to cope

with the changing circumstances of the tourism business world. Universities are therefore encouraged to embed critical skills in their curricula.

Yet, there is often a considerable gap between what educational institutions offer and what is required by the industry. One attempt to create this interface and increase the opportunities for graduates to maintain or obtain employment is to look at diverse skills and competencies that enhance graduates' employability (Zehrer & Moessenlechner, 2009). With the emergence of outcomes-based education, this strategy or education system will bridge the gap between the industry's needs and the university's produced graduates. Determining the effective program curriculum offered is seen to be necessary.

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Hence, the tracer study can serve as a basis for curriculum review or revisit, for intervention, for the institution's appropriate actions for the improvement of the programs (De Castro, 2017).

For many Filipinos, education is regarded as an investment that affords them a way out of poverty. It is seen as the key to improving the quality of life, the primary means for social and economic elevation. Parents spend their scarce resources to have their children educated, hoping that a good education will lead to attractive jobs for them. The value of education in national development is also enshrined in the Philippine Constitution, which states that "The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human development" (The Constitution of the Philippines, 1987). Access to education holds both personal and national implications.

Through the Republic Act 9722, Bohol Island State University was given the authority to operate as a higher education institution in Bohol province. In delivering and promoting quality education, BISU has six satellite campuses with different flagship programs to cater to various industries' demands, one of which is in Candijay, Bohol. Bohol Island State University-Candijay campus offers different baccalaureate programs, and one of these is the Bachelor in Hotel and Restaurant Service Technology (BHRST). The program is geared towards equipping students with the necessary knowledge, skills, and attitude to provide quality service in the hospitality industry.

The program contains subjects that will address the needs of different hospitality industry sectors, such as culinary, front office, tourism, resort, and hotel operations. Its primary concentration is on developing practical and management skills, which are achieved through the combination of theoretical classes, practicum exercises, and experiential learning (CMO BSHRM, 2015).

Aside from the curriculum recommended by the Commission on Higher Education, there are other services given to the students, which help them to mold their knowledge, skills, and attitude and will be regarded as contributing factors in their competence towards employability. These services are library services, registrar's office services, college dean's office services, student affairs services, health services, multi-faith services, scholarship services, leadership formation services, counseling and testing services, and laboratory services.

This study aimed to determine the employability of BHRST graduates and feedback from the BHRST graduates as to their employability along the different factors identified, which may be contributing to prepare students to be job-ready. BISU offers relevant curriculum and services in the accomplishment of its mandate. It is essential for the College of Technology and Allied Sciences, where the program belongs, to have a regular evaluation of its curriculum and services that can be used to improve towards a more functional outcomes-based curriculum. Specifically, this study sought to ascertain the employability of Bachelor in Hotel and Restaurant Services Technology graduates from Academic Year 2015-2018 and describe the data on their first employment status of the graduates and determine the school-related factors affecting graduate's employability.

OBJECTIVES OF THE STUDY

This study determined the employment status of the BHRST graduates of Bohol Island State University Candijay campus. In accordance, it sought to fulfill the following specific objectives: 1) To ascertain the profile of the BHRST graduates; 2) To determine the present and first employment status of the BHRST graduates and their reasons for accepting and staying on the job; and lastly 3) To identify the school related factors of the employment of BHRST graduates.



METHODOLOGY

This study utilized a descriptive method of research using a survey. A modified standardized instrument was used from Commission on Higher Education with a little modification to suit the institution's need. The said instrument was made from General Information, Educational Background, Employment Data, and the Program Curriculum as relevant factors for employment. 153 out of 346 graduates of BHRST program from 2015 to 2018 took part of the study.

Hence, a mixed method of data gathering was employed using interviews, calls, and surveys using google forms were applied. Personal interviews were conducted to the respondents with proximity of their origin using the instrument, while phone calls to the others who cannot access google forms which are far and outside the university's location. The respondents were given at least one week to fill up the instrument in google forms. Responses were reviewed for completeness and validity before organizing, analyzing, and interpreting the data.

RESULTS AND DISCUSSION

1. Profile of the BHRST graduates

Table 1
Profile of BHRST Graduates

Year Graduated	Frequency	%
2015	22	14.4
2016	18	11.8
2017	49	32.0
2018	64	41.8
TOTAL	153	100
Civil Status	Frequency	%
Married	4	2.6
Single	146	95.4
Single Parent	3	2.0
Total	153	100
Sex	Frequency	%
Female	98	64.1
Male	55	35.9
Total	153	100

Profile of BHRST graduates was presented including the year they graduated the program and their personal status as to civil and sex.

Table 1 displays that most BHRST graduates are female comprising the 64.1% of the sample population. The most dominant current civil status is single at 95.4% and most of the graduates are single upon employment.

2. Present employment status of BHRST graduates

Table 2
Frequency Distribution of the Present Employment of BHRST Graduates

Are they presently employed?	Frequency	%
No	21	13.7
Yes	132	86.3
Total	153	100

Present Employment Status		
Casual	28	20.9
Contractual	38	28.4
Regular or Permanent	50	37.3
Self-employed	9	6.72
Temporary	9	6.72
Total	134	100

Present occupation		
Clerks	9	6.87
Farmers, Forestry Workers, and Fishermen	1	0.76
Officials of Government and Special-Interest Organizations, Corporate Executives, Managers, Managing Proprietors, and Supervisors	11	8.4
Professionals	10	7.63
Service Workers and Shop and Market Sales Workers	87	66.4
Special Occupation	3	2.29
Technicians and Associate Professionals	2	1.53
Trades and Related Workers	8	6.11
Total	131	100



Are they presently employed?	Frequency	%
The major line of business of the company they are presently employed in		
Construction	2	1.5
Education	3	2.3
Electricity, Gas, and Water Supply	1	0.8
Extra-territorial Organizations and Bodies	2	1.5
Financial Intermediation	2	1.5
Health and Social Work	1	0.8
Hotels and Restaurants	106	82
Manufacturing	2	1.5
Other community, Social and Personal Service Activities	1	0.8
Private Households with Employed Persons	2	1.5
Public Administration and Defense; Compulsory Social Security.	1	0.8
Transport Storage and Communication	2	1.5
Wholesale and Retail Trade, repair of motor vehicles, motorcycles, and personal and household goods	5	3.8
Total	130	100
Place of Work		
Abroad	5	3.91
Local	123	96.1
Total	128	100

According to Jack Enright (2021) there are different employment status to describe the employees. These three different types of employment status include Worker; Employee; and Self-employed. The BHRST graduates identified their present employment and occupation according to the Philippine Standard Occupational Classification (PSOC), 1992 classification.

Table 2 illustrates the employment status of BHRST graduates. It shows that 86.3% are employed compared to 13.7%, which are not employed. This significant employment percentage indicates a high

demand for the hospitality industry, which caters to BHRST graduates. Among the employed BHRST graduates, 37.3% are regular or permanent in their employment, followed by 28.4% as contractual compared to the 6.72% who are temporary in their employment status. It manifests the graduates' strong employment performance, which creates an impact on the tenure of their employment. According to the Philippine Standard Occupation Classification (PSOC, 1992), occupation is classified according to the job's general concept. Given the BHRST graduates, 66% are service workers and shop and market sales workers, while 0.76% are farmers, forestry workers, and fishermen. It indicates that most of the BHRST graduates employed in a service-oriented firm that generates 62% in the hotels and restaurants line of business which creates a strong preference the employment in line with their chosen course compared to the current economic condition of locals wherein farming or agriculture is the primary source of income. The graduates indicate a high interest in the hospitality industry job within the Philippines, which generates 96.1% of local employment than 3.91% of employment abroad. It is true, according to the study conducted by Celis et al., 2013, that graduates of BSHRM are gainfully employed in the Philippines. Furthermore, it is true that one of the positive economic impacts of tourism is the creation of jobs and thus tourism is a labor intensive, greater demand for employment is a motivation. According to UNWTO (2021), the economic contribution of tourism more than doubled in the Philippines.

3. First employment status of the BHRST graduates

First job is very significant to determine considering the freshness of the graduate to land a job. Hence, it is very crucial to know the different reasons and factors in landing their first job.



Table 3 illustrates the first job employment of the BHRST after they graduate.

Table 3
Frequency Distribution of the First Employment Status of BHRST Graduates

Frequency	First Job After College	%	
35	No	27.3	
93	Yes	72.7	
128		100	
Reason(s) for staying on the job.	Frequency	%	Rank
Salaries and benefits	83	28.4	1
Career challenge	51	17.5	4
Related to special skill	63	21.6	2
Related to the course or program of study	53	18.2	3
Proximity to residence	12	4.1	6
Peer influence	9	3.1	7
Family influence	20	6.8	5
Other reason (s), please specify	1	0.3	8
Total	292	100	
Is the first job related to the course took up in college?	Frequency	%	
No	13	11.6	
Yes	99	88.4	
Total	112	100	
Reasons for accepting the job	Frequency	%	Rank
Salaries and benefits	75	43.9	1
Career challenge	53	31.0	2
Related to special skills	30	17.5	3
Proximity to residence	12	7.0	4
Other reason (s), please specify	1	0.6	5
Total	171	100	
Reason (s) for changing job	Frequency	%	Rank
Salaries and benefits	49	43.4	1
Career challenge	29	25.7	2
Related to special skills	20	17.7	3
Proximity to residence	9	8.0	4
Other reason (s), please specify	6	5.3	5
Total	113	100	

How long did they stay in their first job?	Frequency	%
1 to 6 months	53	45.3
1 year to less than 2 years	27	23.1
2 years to less than 3 years	8	6.8
3 years to less than 4 years	3	2.6
7 to 11 months	17	14.5
Less than a month	9	7.7
Total	117	100

How did they find their first job?	Frequency	%
As walk-in applicant	61	45.9
Family business	6	4.5
Information from friends	11	8.3
Job Fair or Public Employment Service Office (PESO)	2	1.5
Recommended by someone	46	34.6
Response to an advertisement	4	3.0
Others (ABSORB FROM OJT)	3	2.3
Total	133	100

How long did it take them to land their first job?	Frequency	%
1 to 6 months	57	44.9
1 year to less than 2 years	15	11.8
2 years to less than 3 years	2	1.6
3 years to less than 4 years	2	1.6
7 to 11 months	9	7.1
Less than a month	42	33.1
Total	127	100

What is their initial gross monthly earning in their first job after college?	Frequency	%
Below P 5,000.00	24	18
P 5,000.00 to less than P 10,000.00	59	44.4
P 10,000.00 to less than P 15,000.00	36	27.1
15,000.00 to less than P 20,000.00	10	7.52
P 20,000.00 to less than P 25,000.00	3	2.26
P 25,000.00 and above	1	0.75
Total	133	100

Table 3 illustrates the first job employment of the BHRST after they graduate. It indicates



that BHRST graduates are employed inline to their course (88.4%) immediately after graduation as a walk-in applicant (45.9%) at 72.7% with 1 to 6 months waiting time that generate 44.9% and less than a month is 33.1% waiting time compared to 1.6% from 2 years to less than 3 years and 3 years to less than 4 years waiting time respectively. It manifests the positive employability of BHRST graduates in different sectors of the tourism and hospitality industry. As stipulated by Edralin et al., 2001, the tourism industry is disaggregated into two sub-sectors: hotels and restaurants. However, they stayed on their first job from 1 to 6 months only, which generates 45.3% compared to 2.6% staying from 3 years to less than 4 years in their first job. It shows a high turnover rate of employment in the tourism and hospitality industry. The common reasons for accepting and changing their job are salaries and benefits ranked first at 43%, followed by a career challenge, which generates 31% and 25.7%, respectively. This is true also on the study of Celis, et. al., (2013) who elicited that graduates really value the competitiveness of the benefits and salaries as they believe that it will compensate very well the competency that they have. Furthermore, P 5,000.00 to less than P 10,000.00 is the initial monthly earnings in their first job (44.4%) compared to 0.75% initial monthly earnings of P 25,000.00 and above. It indicates that BHRST graduates want higher compensation as the tourism and hospitality industry is composed of varied competitive and high-paying sectors.

4. School related factors of BHRST graduate’s employment

Employment of the graduates may have something to associate with some of the factors in school such as curriculum.

Celis et. al., (2013) noted that managing or starting a business requires a unique combination of skills in management, finance, marketing, technology, and communication.

Table 4
Frequency Distribution of the School-Related Factor

Was the curriculum in college relevant to their first job?	Frequency	%
No	11	8.4
Yes	120	91.6
TOTAL	131	100

Is the On-the-Job Training (OJT) subject of the curriculum relevant to their first job?	Frequency	%
No	16	11.9
Yes	118	88.1
Total	134	100

What competencies learned they find very useful in their first job?	Frequency	%	Rank
Communication skills	113	38.4	1
Human Relations skills	99	33.7	2
Entrepreneurial skills	2	0.7	5
Problem-solving skills	43	14.6	3
Critical Thinking skills	35	11.9	4
Other skills, please specify	2	0.7	5
Total	294	100	

The skills learned in college, together with work experience, are intended to qualify graduates to enter management in an existing hospitality business or start a new venture.

The BHRST graduates of the BISU Candijay campus believed that the school curriculum is beneficial in landing their employment, which generates 91.6%. Moreover, communication skills ranked first (38.4%) among the competencies they learned in college as useful in their first job employment, followed by human relations skills (33.7%). This manifest that these competencies are very crucial in managing or starting a business because it requires a unique combination of skills in management, finance, marketing, technology, and communication (Celis et. al., 2013). Furthermore, entrepreneurial skill is the least instrumental in their employment but should be given emphasis because the respondents also



identified it as helpful in their career. In general, competencies learned in school are beneficial in achieving employment in the hospitality industry.

CONCLUSIONS

The majority of the BHRST graduates are employed after graduation in the hotel and restaurant line of business. They landed their first job from one to six months as walk-in applicants in the Philippines. Salaries and benefits are the primary reason for accepting or leaving their job, wherein P 5,000.00 to less than P 10,000.00 is their majority initial gross monthly earnings. Most of the BHRST graduates perceived that communication skills and human relations skills are the beneficial competencies they learned from BISU while believing that their OJT curriculum gives them an advantage for work.

RECOMMENDATIONS

The BHRST program is seen to be viable for employment; however, it is recommended that the program should be evaluated regularly as to the employment performance of the graduate to determine employment growth and other factors related to their employment. Furthermore, the program's curriculum offering must strengthen the oral and verbal communication aside from the professional subjects taught by the faculty members with excellent teaching capacities of the subjects. Thereby recommended upgrading and update the training and work-related competencies of the students embedded in the teaching practices and the equipment for practical works. In addition, business related subjects should be integrated in the curriculum to steadfast the business ideals of the graduates and thus involve them in as the business movers in the industry. Lastly, Linkages of the BHRST program, primarily in the hospitality and tourism industry partners, must be strengthened and

consistently be updated for more significant employment opportunities initiated by the school.

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AUTHORS' PROFILE



Leo L. Simangca, CHP, is a Certified Hospitality Professional (CHP) and currently connected to Bohol Island State University Candijay campus as instructor I of the

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Jesszon B. Cano, DBA, CHP., is a graduate of Holy Name University (HNU), in 2015 with an undergraduate degree Bachelor of Science in Hotel and Restaurant Management (BSHRM). He obtains his Master's degree in Business Administration majoring in Hotel and Restaurant Management (MBA-HRM) in 2018 at the University of Cebu, Graduate School, Main Campus (UC-Main) and finish his degree in Doctor of Business Administration (DBA) last 2020 in the same university. He completed the certificate of

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Furthermore, Dr. Cano is actively participated in research presentations both in local and international fora. He also published several articles in multidisciplinary, scientific, peer-reviewed, indexed, and cross-referenced journals. His research interests include environmental management in tourism and hospitality, service quality, destination marketing, community participation in tourism development, career development in the hospitality, and events management.

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