

**EMPLOYABILITY STATUS OF THE 2017 BACHELOR IN HOTEL AND
RESTAURANT SERVICES TECHNOLOGY (BHRST) GRADUATES**

**College of Technology and Allied Sciences
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

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February 2022

**EMPLOYABILITY STATUS OF THE 2017 BACHELOR IN HOTEL AND
RESTAURANT SERVICES TECHNOLOGY (BHRST) GRADUATES**

A Thesis
Presented to the
Faculty of the College of Technology and Allied Sciences
BOHOL ISLAND STATE UNIVERSITY
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In Partial Fulfilment
of the Requirements for the Degree
BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT

**NEIL REY P. BAS
LLOYD ANTHONY C. DALO
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February 2022

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APPROVAL SHEET

This thesis entitled "EMPLOYABILITY STATUS OF THE 2017 BACHELOR IN HOTEL AND RESTAURANT SERVICES TECHNOLOGY (BHRST) GRADUATES", prepared and submitted by NEIL REY P. BAS, LLOYD ANTHONY C. DALO, and RONALD O. SENTILLAS, in partial fulfillment of the requirements for the degree of BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT, has been examined and recommended for approval and acceptance.

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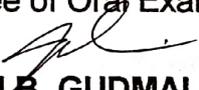

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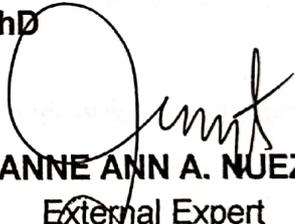

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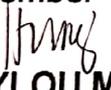
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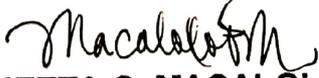

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ABSTRACT

This study primarily aimed to determine the employment aspects and assess the extent of the contributory factors of the course that helped the graduates to be developed; extent of the course on the overall college life experience and the extent of life satisfaction of the graduates of Bachelor of Science in Hotel and Restaurant Services Technology (BHRST), Academic Year 2017. The respondents were the one hundred four (104) graduates of the batch mentioned. The total enumeration was considered in this study. The variables included in the profile of respondents were sex, civil status, employability status, monthly income, reasons for choosing the BHRST course, reasons for staying and accepting their present job, monthly income, means of finding their job, relevance of the BHRST curriculum and competencies in their present job, and reasons for unemployment.

This study was concerned with the extent of the contributory factors of the course to determine the employability status of the Batch 2017 BHRST graduates. This research study utilized the descriptive method of research. The data-gathering tool was the Graduate Tracer Study (GTS) Questionnaire adapted from the Commission on Higher Education (CHED).

Based on the findings of the study, it can be concluded that majority of the respondents were female, single, employed mostly in government sectors, have chosen to pursue BHRST for the hopes of going abroad, had reasons for accepting and staying on their present job mostly for salaries and benefits, find the BHRST curriculum very relevant and unanimously said that communication skills learned in college helped them in their present job..

The study recommended that the university thru its administrators may consider reviewing the program and improve the facilities of the college, and that the professors are highly encouraged to include in the teaching-learning encounters the most relevant and authentic lessons, activities and other scenarios that could help the students find and establish strong connection of what have been learned in the classroom with the real life situations especially in working abroad; the college administrators and faculty may consider intensifying their trainings on the tourism, hotel and services technology to increase an even higher percentage of employability in terms of course alignment.; the BHRST department should always conduct a yearly GTS to update and monitor the employability status of the graduates which is qualitative in nature an a parallel study might be conducted using other variables like school facilities and teacher-related aspects to verify the results of the curriculum efficiency and relevance towards their expected job.

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Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

University Graduate Tracer Studies (GTS) are commonly becoming a recognizable practice worldwide. Graduate tracer studies involve identification and follow-up of graduates from higher education institutions (HEIs) worldwide spurred by the need to give careful consideration to how graduates view their experiences they underwent during their degree study and their transition to the job market. If universities are to improve their teaching and training of graduates the precedence should be to learn and garner improvements from graduates' nuanced experiences. Towards the end of the 20th Century, most universities embraced the use of tracer studies for a plethora of reasons; especially to accredit their study programmes; to explain the link between study programmes and the job market; to show uniqueness and positioning of individual universities; and also to enable universities and institutions managing higher education in their respective countries make informed and evidence based decisions about improvements and quality education and services in higher education (Schomburg, 2011).

BHRST Graduate plays an important role in the development of manpower that can provide leadership towards national development. It is important that they should be skilled enough in their field of specifications before starting into any work as their choice. Graduates competitiveness and

employability skills best reflect the attainment and success of the institution in its role in the country. (Cagasan, Dargantes, Florentino & Lasquites, 2017).

This study also emphasizes programmatic issues, conditions, situations and contexts within which the graduates studied at the university; positing and interrogating the quality of this study provisions and conditions as this paper argues. We propose a guideline for graduate tracer study in Bohol Island State university with possible outcomes of entrenchment and nesting GTS in order to judiciously harness the above profiled benefits.

Unique to graduate tracer surveys is its exigent but systematic and universal methodology. This paper proposes to domesticate these universal approaches to graduate tracer studies with a guide that will be most suitable and acceptable within the BISU system and context. Basically, this speaks about steps and outputs obtained from GTS.

This paper argues that results of tracer surveys are smoothed out by robust methodological opportunities that can be presented through a process involving promising tracer survey preparation, survey conduct and results dissemination (Heidemann 2010). Paramount to graduate tracer surveys are the results and their utilizations to improve quality of study programmes and services especially for accreditation such as AACCUP and other accrediting bodies.

This investigation is crucial to the growth of an institution because if there is no conduct of an evaluation of outcomes of the educational process there will be any benchmark unto which the basis of future developments can be based

upon. School's alumni are the best proof of its capability to effectively educate. This need for a tracer study for the Bachelor in Hotel and Restaurant Services Technology (BHRST) is seen to be a long overdue endeavor that needs to be ventured upon. Since its conception it had produced thousands of graduates to date.

Literature Background

What courses are considered most in demand in the job market? What academic experiences and learning in college that the graduates find very useful in the workplace? These are just some of the questions answered in the Graduate Tracer Study questionnaire authored by the Commission on Higher Education and utilized by various state colleges and universities in the country.

Gagalang, et al. (2013) pointed out that with these tracer studies conducted by different colleges and universities, CHED would be able to formulate packaged assistance programs to develop and/or enhance higher education programs that would promote the country's global competitiveness. The result of the study can contribute, among others, in strengthening policies and guidelines in attaining relevance and responsiveness of universities' curricular offerings.

To strengthen the importance of this study, it is anchored on theories and legal bases to put more emphasis on the significance of the results as reflected in the theoretical and conceptual framework of this study.

The first theory that supports this study is the Human Capital theory which is proposed by Becker in 1964. This theory originated in the works of Becker and rests on the assumption of a strong relationship between productivity and wages.

In the economic perspective, according to the theory of human capital education and training are treated as an investment process which generates a future flow of income. Investment in education is assumed to exert a positive impact on workers' productivity and in turn on their income. Apart from these benefits, investing in the human capital also incurs costs. These costs can take the form of the expenses from studying (fees, accommodation, travel, etc.) but also include opportunity cost that is from the loss of potential income during study-the time spent on studying cannot be devoted to a productive job that generates production and income. It is assumed that this theory further believes in the same manner that these costs are compensated to further satisfy human needs.

According to Ross (2022) in her article explains that human capital the intangible economic value of a worker's experience and skills. This includes factors like education, training, intelligence, skills, health, and other things employers value such as loyalty and punctuality. The human capital theory posits that human beings can increase their productive capacity through greater education and skills training. Critics of the theory argue that it is flawed, overly simplistic, and confounds labor with capital.

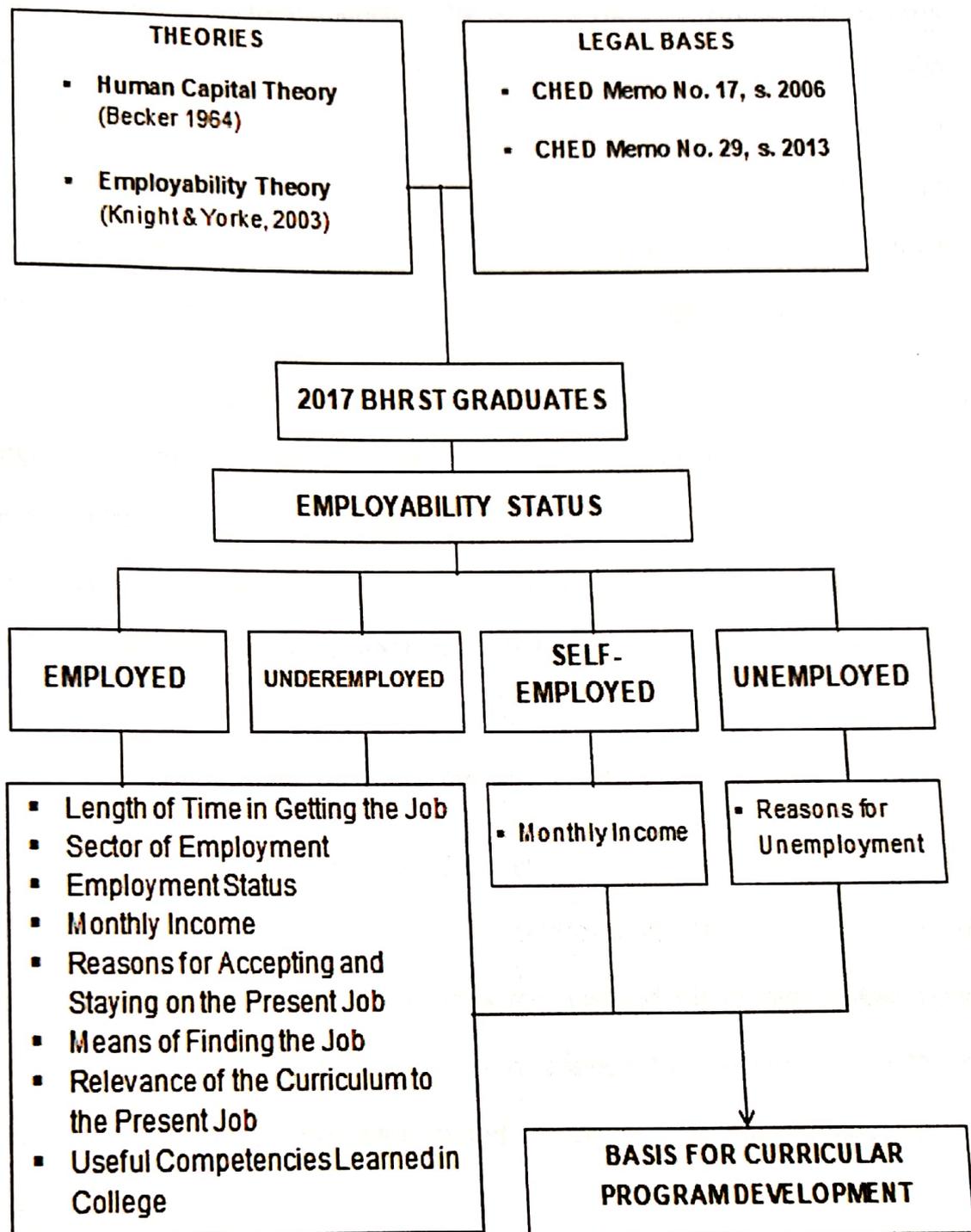


Figure 1. Theoretical and Conceptual Framework of the Study

As Radcliffe (2022) questions how does a nation's education system relate to its economic performance? Why do most workers with college degrees earn so much more than those without degrees? Understanding how education and training interact with the economy can help explain why some workers, businesses, and economies flourish while others falter. As the labor supply increases, downward pressure is placed on the wage rate. If employers' demand for labor does not keep up with the labor supply, then wages usually fall.

Another theory that supports this study is the model of employability by Knight and Yorke (2003). They did not only proposed a definition for employability but also a framework for embedding it into the curriculum. Their definition is widely quoted and still used today: "A set of achievements - skills, understandings and personal attributes - that make individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy."

They suggested that there is a close relationship between employability and good learning and stressed that employability results from a blend of achievements in four broad areas. They represented this in their USEM model of employability, one of the best known and respected in the area of employability. Their model proposes four inter-related components of employability which are the:

1. **Understanding** (of disciplinary subject matter and how organisations work);
2. **Skilful practices** (academic, employment, and life in general);

3. **Efficacy beliefs** (reflects the learner's notion of self, their self-belief, and the possibility for self-improvement and development);
4. **Metacognition** (complements efficacy, embraces self-awareness, how to learn and reflection. It encompasses knowledge of strategies for learning, thinking and problem solving, and supports and promotes continued learning/lifelong learning).

Knight and Yorke say they developed this model 'in an attempt to put thinking about employability on a more scientific basis, partly because of the need to appeal to academic staff on their own terms by referring to research evidence and theory (Knight & Yorke, 2004). This model backs up this study in a sense that academic preparations and skills development in every institution should be scientifically planned and analyze for better results and outcomes of graduates.

Furthermore, Bowden et al. (2000) emphasised that employability should not just be concerned with preparing graduates to be successful in the labor market but also about preparing them to contribute to society as a citizen. They defined employability as a set of graduate attributes; 'the qualities, skills and understandings a university community agrees its students would desirably develop during their time at the institution and, consequently, shape the contribution they are able to make to their profession and as a citizen.

In the challenges of 21st century education, higher education stands out as one of the major keys to cope with reforms through instruction, research, and

extension. It has become a big challenge for all Philippine Higher Education Institutions (HEIs) to cater these reforms. One way of addressing these concerns is by producing fully-equipped graduates who would use what they have learned in school and apply them in their respective work (Tertiary Education Commission, 2009).

Compared to other countries in Asia, unemployment and underemployment are one of the main concerns of the Philippine government. The country has been encountering these same issues for many decades. The continual population explosion and labor force growth always outdo formal job creation. This problem has rippled as the Philippine HEIs generate more and more graduates in the field of engineering, health, sciences, agriculture, and many more, yet the jobs are not really created as quickly as the universities handing out the college diploma (de Ocampo, Bagano, & Tan, 2012). With this gap, education institutions should work in partnership with the private and the public sectors to guarantee an effective job market placement of fresh a successful transition from education to the labor market (Drine, 2017). A graduate tracer study is a subject appropriate in evaluating the results of education and training provided in the academic institution. It gives basic types of information concerning the graduates' whereabouts and employment status. Results of such study can provide education and training in relation to the graduates and employers.

The aforementioned factors have ramifications on the Philippine tourism education system. A good starting point for reform was to make a thorough

review of the management-oriented curriculum that has, since the 70's, pervaded among tourism and hospitality schools. To produce graduates that will not only survive but also thrive in a borderless economy, a paradigm Commission on Higher Education 2 Policies and Standards -BSTM/BSHM/BSHRM/BSTM shift from supply-driven to market-driven curriculum in terms of content and structure was adopted. To be more responsive to the needs of the industry, the new program emphasizes skills and competencies instead of just managerial theory and is scheduled in such a way as to provide more but focused options for the students in terms of career paths.

The Commission on Higher Education (CHED) in the Philippines has mandated HEIs to conduct tracer studies as part of their definition of center of excellence and center of development of degree programs. The graduate profile is one of the documentary requirements of the higher education accrediting body e.g., the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP), Inc. Data generated from a tracer study could re-evaluate the factors affecting and contributing to the status of the employment of graduates. Based on extant literature, the majority of graduates landed on local jobs, particularly in the government sector.

For instance, the Cebu Technological University-Main Campus (CTU-MC) College of Education (CoE) graduates were proven proficient and competent to be employable in the government schools as revealed in the seven illuminating themes (future high school teachers predominate on track, search for new employment begins, genesis of teaching novitiate, job-seeking: the struggle

continues, teaching as a human relations act, relevant college of education curriculum), thus resulted in favorable opportunities. High school teachers prevail on the track than the elementary teachers with a negligible difference. CTU's mandate has equipped graduates for their chosen field indicating the importance of personality rather than other predetermined factors. Academic preparation and career performance exhibited significance for successful teaching employment in the public sector (Rojas & Rojas, 2016).

As stipulated in, CHED Memo No. 17, s. 2006, it requires HEIs particularly for the establishment of Centers of Excellence and Centers of Development the need to have an updated alumni profile and alumni programs is one of the requirements for institutional quality as also further required in CHED Memo No. 29, s. 2013 in cascading performance targets of the different universities, the need for tracer studies as indicator for such.

THE PROBLEM

Statement of the Problem

The purpose of this study was to determine and assess the employability status of the Batch 2017 graduates of the Bachelor in Hotel and Restaurant Services Technology of Bohol Island State University-Bilar Campus.

Specifically, the study sought answers on the following questions:

1. What is the general information of the BHRST graduates in terms of:
 - 1.1 sex; and

- 1.2 civil status?
2. What is the employability status of the BHRST graduates for the year 2017?
3. What is the employability status of the BHRST graduates as described in the following areas:
 - 3.1 employed
 - 3.1.1 length of the time in getting the job;
 - 3.1.2 sector of employment;
 - 3.1.3 employment status;
 - 3.1.4 monthly income;
 - 3.2 underemployed
 - 3.1.1 length of the time in getting the job;
 - 3.1.2 sector of employment;
 - 3.1.3 employment status;
 - 3.1.4 monthly income;
 - 3.3 self-employed
 - 3.3.1 monthly income?
4. What are the reasons of unemployment for the 2017 BHRST unemployed graduates?
5. What are the reasons of taking the BHRST course or pursuing the degree previously?
6. What are the reasons of the employed and underemployed 2017 graduates for accepting the present job?

7. What are the reasons of the employed and underemployed 2017 graduates for staying on the present job?
8. How did the employed and underemployed graduates find their present job?
9. Was the curriculum in college relevant or very helpful to the graduates' present job?
10. What are the competencies in college that the 2017 BHST graduates finds it very useful in your present job?

Significance of the study

The researchers believed that the findings of this study would be beneficial to the following:

College of Technology and Allied Sciences. The findings of the study are important in planning programs to improve the Hotel and Restaurant Program at the same time it gives direction on what more could be done to prepare our hotelier students to meet the demands of services. Furthermore, it would help the college for research development and advancement in curricular programs and services offered.

Graduates. The results of the study would encourage the graduates to find a job in line with their field and qualifications. This would give insights to the graduates as to the general findings and analysis of the study.

Researchers. The results of the study would serve as basis of the researchers for future studies.

School Administrators. This study would provide the school administrators a tool in determining the employability status of the Bachelor in Hotel and Restaurant Sciences Technology graduates on the academic year 2017 that would be the basis in improving the curriculum to achieve the goals of the institution. They could also supervise high quality education and produce competitive graduates.

Students. The findings of this study would help the students reflect what skills and knowledge they need to learn which are needed in the actual job hunting.

Teachers. This study would help the teachers improve their instruction so as to integrate the domains of learning. This would also help them improve their teaching strategies to produce highly competitive graduates. It would be significant for them in a way that they could assess the effectiveness of their teaching strategies through the employability status of the graduates.

University Key Officials. Through this study, the university key officials could figure out how their graduates perform in their chosen fields. This would assess the employability status of the BISU-Bilar graduates for the supplementary documents as requirements for accreditation. It would help in developing relevant curricular programs that match the requirements of both domestic and international job industry. It would also serve as baseline data for planning activities to continually improve program quality.

RESEARCH METHODOLOGY

Design

The researchers employed the descriptive survey method using a survey questionnaire in collecting the graduate's employment profile.

Environment and Participants

The study got the preliminary data and information of the graduates of Bohol Island State University – Bilar Campus. Students came from various feeder towns in the province of Bohol.

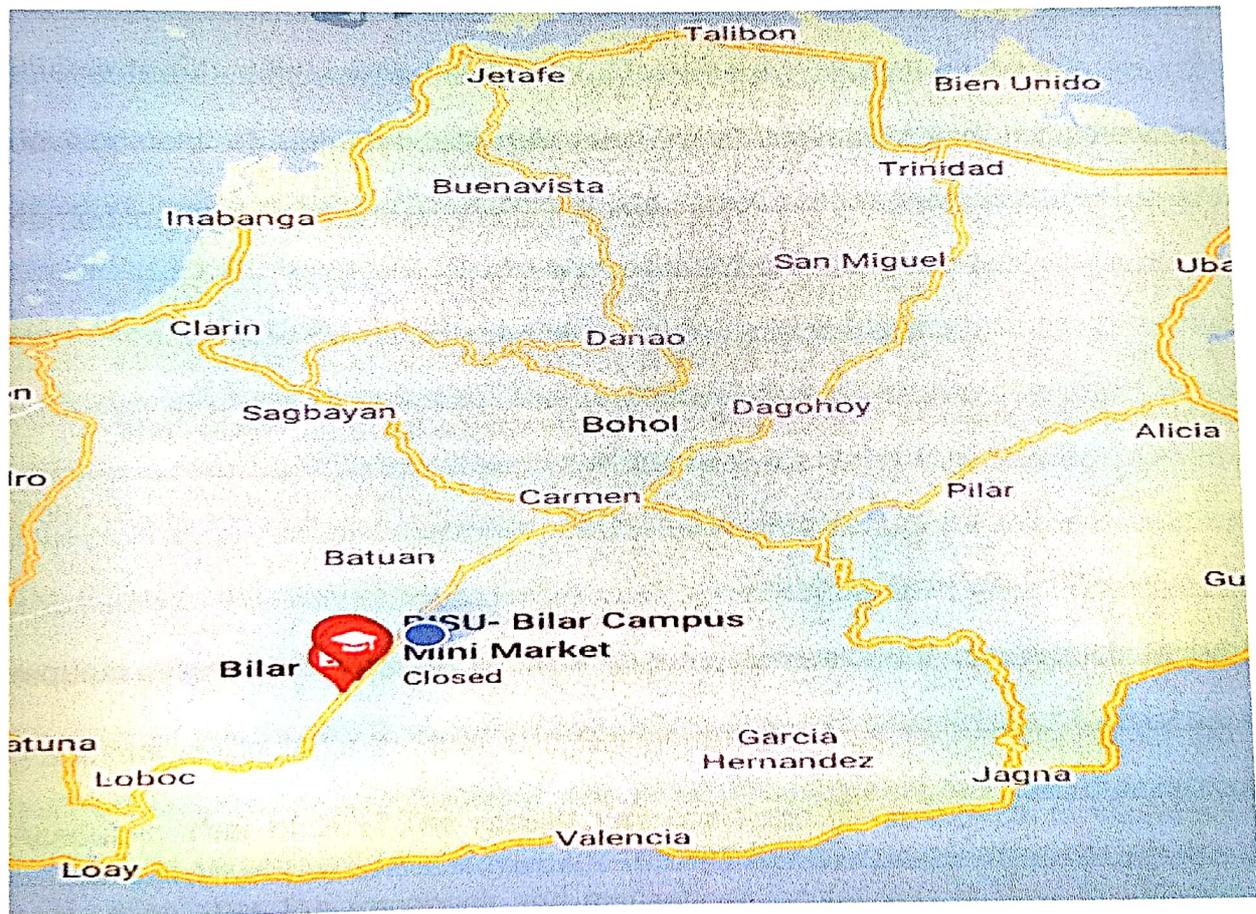


Figure 2. Map of BISU

The respondents of the study were the 104 graduates of the BHRST course for the year 2017. The complete enumeration method was used to fully evaluate the employability status and other essential information.

Instrument

The researchers utilized a modified and patterned survey questionnaire with reference to CHED tracer study guides and established GTS from other universities. The survey questionnaire is tailored fit to the needed information and data from the BHRST graduates.

The questionnaire is composed of the General Information and the employability status and other vital information that are important in the development of the curricular programs regarding skills and competencies earned in BISU and the their present workplace.

Data Gathering Procedures

The researchers asked permission for the conduct of the study from the Dean of the College of Technology and Allied Sciences and other key officials of the college and approved by the Campus Director. The researchers sent a request letter to the Registrar's Office for the issuance of the complete list of the graduates of Bachelor in Hotel and Restaurant Services Technology within the Academic Year of 2017. The researchers contacted the respondents via social networking sites like Facebook and messenger, ocular visit to their residences and actual calls; and since the study was conducted during this pressing time of

the COVID 19 Pandemic, health protocols were highly observed and strictly followed to avoid incidental consequences.

The data then were gathered and organized for statistical treatment analysis and interpretation.

Statistical Treatment

The data gathered were collected, tabulated, and interpreted to facilitate analysis of the data. To further describe the study based on the survey questionnaire, the study used descriptive statistics such as frequency counts which refers to the number of response made for a particular question, ranking and percentage using the formula:

Percentage

$$P (\%) = \frac{f}{n} \times 100$$

Where

f = given quantity

n = total amount

p = percentage of the quantity compared to the total

OPERATIONAL DEFINITION OF TERMS

The following terms were used in the study and each of them is defined operationally:

BHRST Graduates. It refers to the Bachelor in Hotel and Restaurant Services Technology graduates of Bohol Island State University Bilar Campus academic year 2017 who were the respondents of the study.

Employability. It refers to the employment status, sector and category of BHRST graduates from the batch 2017 class, whether employed, underemployed, self-employed, or unemployed.

Employment. It entails having a job or any other source of income. It is an occupation in which someone, specifically BHRST graduates, engages in a particular job or is employed.

Employed. It refers to the BHRST graduates who are employed in a job which is aligned or relevant to their degree or course.

Graduates Tracer Study (GTS). It is a form of an empirical study that can appropriately provide valuable information for evaluating the results of the education and training of a specific institution of higher education. It can collect essential information concerning the employment profile of graduates, their undergraduate experience, the first and current jobs of graduates, and the relevance of their educational background and skills required in their job. Graduate tracer study can also collect data on the relevance of the curriculum and graduates' level of satisfaction with their academic preparation.

Self-employed. It refers to the BHRST graduates who are engaged in a self-managed or family-owned business or opportunities done at home or anywhere like online selling, retailing and other forms of income generating businesses without external pressures .

On call employees. It refers to an employee directed to be on call within the MPS setting. Such an employee is required to remain on the hostel/lodge

premises and respond to residents' calls and is not entitled to any wage or entitlement accruing in respect of ordinary hours or time worked, or in any other additional allowances unless provided in Clause 30 - Call Allowance (MPS Sleep Shift).

Underemployed. It refers to BHRST graduates who are engaged in a job opportunity which is not aligned with their chosen field/course of study/field of specialization.

Unemployed. It refers to the BHRST graduates who are not employed or simply do not have a job at all.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation of the data gathered and collected through questionnaires. The data set comprises personal information such as sex, civil status, and employment information.

Table 1 shows the demographic profile of the respondents in terms of sex, and civil status.

Sex. Data indicated that only a slight difference in the number of male and female students enrolled for the Batch 2017 graduates with 61 (58.66%) females and 43 (41.34%) males.

Table 1

Profile of the BHRST Graduates
n=104

Category	Frequency (f)	Percentage (%)
SEX		
Male	43	41.34
Female	61	58.66
Total	104	100
CIVIL STATUS		
Single	62	59.62
Married	32	30.77
Separated/Divorced	2	1.92
Married but not living with spouse	7	6.73
Single parent born a child but not married	1	0.96
Total	104	100

Civil Status. Results showed that there are 62 (59.62%) single; 32 (30.77%) married; 2 (1.92%) separated/divorced; 7 (6.73%) married but not living with spouse and 1 (0.96%) single parent born a child but not married.

In the next presentation, **Table 2** shows the employability status of BHRST graduates categorized as employed, underemployed, self-employed and unemployed for Batch 2017. There were 55 (52.89%) employed graduates, 15 (14.42%) underemployed graduates, 13 (12.50%) self-employed graduates and 21 (20.19%) were unemployed. It can be inferred that only 20 per cent of the total graduates are not yet earning income which can also be understood because of the effect of the COVID-19 pandemic.

Table 2
Employability Status of the Batch 2017 Graduates
n=104

CATEGORY	Frequency (f)	Percentage (%)
Employed	55	52.89
Underemployed	15	14.42
Self-employed	13	12.50
Unemployed	21	20.19
Total	104	100

As confirmed by the labor force survey of the government as of February 2021 indicates that the unemployment rate is at 8.8% which is equivalent to 4.2 million people. The highest unemployment rate was registered at 17.6% in April

2020, during the first implementation of Enhanced Community Quarantine (electronicswatch.org, 2021).

Recently, the Philippine Statistics Authority reported today that the country's unemployment rate decreased from 7.4 per cent in October to 6.5 per cent in November, the lowest since the start of the COVID-19 pandemic (NEDA, 2021).

Table 3 presents the employability status of the employed respondents as described in the following areas.

Length of time in getting the job. It was found out that both the employed and underemployed respondents are able to get their job from 0-6 months span of time with 25 (45.45%) and 9 (60.00%) responses, respectively. This is affirmed by the study of Schmall (2018) where he found that it takes job hunters an average of five months to land a new position. In the latest article of Parris (2022) entitled "How Long Should A Job Search Take", she said that on average, it takes about 3-6 months from start to finish to get a job, and an applicant can have an 8.3% probability of getting a job interview from one job application where she further means that it could take as many as 10-20 applications to get one interview.

Sector of Employment. Findings indicated that both respondents are employed in government sectors with 26 (47.27%) for the employed and 10 (66.67%), underemployed. Employment in the private sectors for the employed groups made a slight difference with 25 (45.46%) from the government sectors

whereas half of the underemployed graduates with 5 (33.33%) were also underemployed in the private establishments.

Employment Status. Both groups of respondents with 33 (60.00%) employed and 8 (55.33%) underemployed respondents are employed as permanent employees and 17 (30.90%) employed and 3 (20%) underemployed are contractual; 5 (9.09%) employed and 4 (26.67%) underemployed were in other sectors. This further implies that though majority of the graduates had been working, yet, no assurance as to their security of tenure. This could be explained by the fact that those working in the government sectors whether employed or underemployed status, they were given the permanent status.

Monthly Income. As for the monthly salary of the respondents, it was found out that there were 6 (10.90%) employed and 2 (13.33%) underemployed graduates earned 5,000 below; 9 (16.36%) employed and 2 (13.33%) underemployed graduates earned 5,001-10,000; 14 (25.45%) employed 7 (46.67%) underemployed graduates earned 10,001-15,000; 8 (14.55%) employed and 2 (13.33%) underemployed graduates earned 15,001-20,000; 9 (16.36%) employed and 0 underemployed graduates earned 20,001-25,000; 9 (16.36%) employed and 2 (13.33%) underemployed graduates earned 25,000 above.

A 2019 report by the Philippine Statistics Authority (PSA) states that a family of five needs at least PHP 10,481 a month or the equivalent of US\$210 to

meet their most basic food and non-food needs. This means that for the average Filipino family, it can be possible to live comfortably month by month at US\$500.

Table 3
Employability Status of Employed and Underemployed Respondents

CATEGORY	Employed Respondents n=55		Underemployed Respondents n=15			
	f	%	f	%		
LENGTH OF TIME IN GETTING THE JOB						
0-6 months	25	45.45	9	60.00		
7-12 months	12	21.82	3	20.00		
13-18 months	3	5.45	2	13.33		
19-24 months	10	18.18	0	0		
25 months above	5	9.09	1	6.67		
Total	55	100	15	100		
SECTOR OF EMPLOYMENT						
Government	26	47.27	10	66.67		
Private	25	45.46	5	33.33		
Others	4	7.27	0	0		
Total	55	100	15	100		
EMPLOYMENT STATUS						
Permanent	33	60.00	8	55.33		
Contractual	17	30.90	3	20.00		
On Call	5	9.09	4	26.67		
Total	55	100	15	100		
CATEGORY	Employed Respondents n=55		Underemployed Respondents n=15		Self-Employed Respondents n=13	
	f	%	f	%	f	%
MONTHLY INCOME						
5,000 below	6	10.90	2	13.33	5	38.46
5,001 – 10,000	9	16.36	2	13.33	2	15.38
10,001 – 15,000	14	25.45	7	46.67	5	38.46
15,001 – 20,000	8	14.55	2	13.33	1	7.70
20,001 – 25,000	9	16.36	0	0	0	0
25,001 above	9	16.36	2	13.33	0	0
Total	55	100	15	100	14	100

Monthly Income. It was found out that there were 5 (38.46%) self-employed graduates earned 5,000 below; 2 (15.38%) self-employed graduates earned 5,001-10,000; 5 (38.46%) self-employed graduates earned 10,001-15,000; 1 (7.70%) self-employed graduates earned 15,001-20,000 and none of the self-employed graduates earned 20,001-25,000 and 25,000 above.

Table 4 indicates the reasons why the respondents were not employed as described in the following areas.

Findings indicate the reasons of the respondents for unemployed due to covid-19 pandemic 21 (100%); no job opportunity 8 (38.09%); did not look for a job 5 (23.81%); 1 advance or further study 1(4.76%) ; health related reasons 1 (4.76%);and 3 (14.29%) for the other reasons.

Table 4
Reasons for Unemployment
n=21

CATEGORY	Batch 2017	
	f	%
REASONS FOR UNEMPLOYMENT (multiple responses)		
COVID-19 Pandemic	21	100
Advance or further study	1	4.76
Family concern and decided not to find a job	0	0
Health related reason(s)	1	4.76
Lack of work experience	0	0
No job opportunity	8	38.09
Did not look for job	5	23.81
Other reason(s) : Personal Reasons	3	14.29

Table 5 depicts the reasons for taking the course of the respondents as described in the following areas.

Table 5
Reasons for Taking the BHRST Course

CATEGORY	Batch 2017	
	f	%
Reason(s) for taking the course(s) or pursuing degree(s).		
High grades in the course or subject area(s) related to the course.	2	1.92
Good grades in high school.	1	0.96
Influence of parents or relatives.	17	16.34
Peer influence.	9	8.65
Inspired by a role model.	5	4.80
Strong passion for the profession.	19	18.26
Prospect for immediate employment.	9	8.65
Status or prestige of the profession.	8	7.69
Availability of course offering in chosen institution.	1	0.96
Prospect of career advancement.	7	6.73
Affordable for the family.	11	10.58
Prospect of attractive compensation.	6	5.77
Opportunity for employment abroad.	68	65.38
No particular choice or no better idea.	8	7.69

It was found out that the main reason for the most of the respondents in taking the BHRST course was the opportunity for employment abroad with 68 (65.38%). Of the many reasons listed, there was a great disparity from the first choice which was clear in the data.

Table 6 shows the reasons for accepting the job as described in the following areas.



It was found out that the reasons of the reasons of the respondents for accepting the job were the salaries and benefits, 53 (63.86%); 30 (36.14%), career challenge; 24 (28.91%) related to special skills; 11 (13.25%) proximity to residence; 2 (2.41%) were the other reasons.

Table 6
Reasons for Accepting the Job

CATEGORY	Batch 2017	
	f	%
Reason(s) for accepting the job (multiple responses)		
Salaries and Benefits	53	63.86
Career challenge	30	36.14
Related to special skills	24	28.91
Proximity to residence	11	13.25
Other reason(s): For experience purposes	2	2.41

Table 7 shows the reasons of the respondents for staying on the present job. It was found out that the reasons of the respondents for staying the job were the salaries and benefits 62 (74.70%); related to special skills 17 (20.48%); career challenge 11 (13.25%); proximity to residence 5 (6.02%) and 4 (4.82%) for the other reasons.

Table 7
Reasons for Staying on the Present Job

CATEGORY	Batch 2017	
	f	%
Reason(s) for staying on the present job (multiple responses)		
Salaries and Benefits	62	74.70
Career challenge	11	13.25
Related to special skills	17	20.48
Proximity to residence	5	6.02
Other reasons: No other job offerings; No other choice	4	4.82

27

Table 8 indicates how the respondents find their job.

Data revealed that most number of respondents got their jobs as walk-in applicants and are recommended by someone both with 35 (42.17%).

Table 8
Means of Finding the Job

CATEGORY	Batch 2017	
	F	%
How they find their first job? (multiple responses)		
Response to an advertisement	3	3.61
As walk-in applicant	35	42.17
Recommended by someone	35	42.17
Information from friends	9	10.84
Arranged by school's job placement officer	0	0
Family business	0	0
Job fair or Public Employment services Office (PESO)	2	2.41

Table 9 shows the relevance of the respondents' curriculum relevance in their present job.

It was found out that a significant number of respondents said that the BHRST curriculum is relevant in their present job with 62 (74.70%)

Table 9
BHRST Curriculum Relevance in their Present Job
n=83

CATEGORY	Batch 2017	
	f	%
Was the curriculum they had in college relevant to their present job? <i>(Employed, underemployed and self-employed only)</i>		
Yes	62	74.70
No	21	25.30
Total	83	100

Table 10 indicates the curriculum competencies they have learned in college that they find useful in their present job.

Data pointed out that the major competency they have learned in college that is most useful in their present job is their communication skills with 61 (98.39%) followed by human relation skills with 51 (82.26%).

Table 10
BHRST Curriculum Competencies

CATEGORY	Batch 2017	
	f	%
Curriculum Competencies (used in their present job) (multiple responses)		
Communication skills	61	98.39
Human Relation skills	51	82.26
Entrepreneurial skills	23	37.70
Problem-solving skills	20	33.33
Critical Thinking	28	45.16

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the findings and conclusions based on the study's findings. Based on the study's findings, the researchers make recommendations and provide new insights.

Summary of Findings

The study aimed to assess the employability status of the BHRST graduates of Academic Year 2016-2017. Specifically, the study sought to determine profile of the respondents in terms of sex, and civil status, their present employment profile, employability status as employed, underemployed, self-employed and unemployed graduates in terms of length of time in getting the job, sector of employment, employment status, and monthly income.

The researchers followed official protocols in obtaining the data. The official list of the graduates was taken from the Registrar's Office through a letter request and gathered the data through social networking sites such as Facebook, Messenger, Text and Call and house visits following the health restrictions since the study was conducted during COVID-19 Pandemic.

A total of 100 per cent responses were obtained.

After a thorough analysis of the study, the researchers came up with the following findings:

1. Demographic Profile of the Respondents in Terms of Sex and Civil Status

Data revealed that the Batch 2017 BHRST graduates were slightly dominated in number by females and most of them are still singles.

2. Employability status of the Respondents

Most of the respondents are employed.

3. Employability Status of the Respondents

It was found out that majority of the respondents' are employed in the government sector with almost half in per cent difference for those employed in the private sector, are in permanent status with monthly earnings.

4. Reasons for taking the BHRST course

With respect to the reasons for taking the BHRST course, a magnanimous percentage response is the respondents 'opportunity for employment abroad.

5. Reasons for Unemployment

Of the 21 unemployed respondents, their main reason for unemployment is due to COVID-19 pandemic.

6. Reasons for Accepting the Job

The respondents' main reason for accepting their present job is because of salaries and benefits.

7. Reasons for Staying on the Job

Most of the respondents' reasons for staying on the job is because of salaries and benefits.

8. Means of Finding their Jobs

The same number of respondents revealed that they find their jobs as walk-in applicants and are recommended by someone.

9. BHRST Curriculum Relevance to their Present Job

A great number of respondents said that the BHRST curriculum is very relevant in their present job.

10. BHRST Competencies Useful in their Present Job

Data showed that communications skills are the very useful skills in their present job followed by human relation skills.

Conclusions

After careful consideration of the findings, the following conclusions were drawn:

Majority of the graduates were female and single. Most of them are employed in government sectors as permanent employees with a span of 0-6 months in finding their present job. The respondents fall under the brackets in annual income of 10,001-15,000.

This study highlights the fact that despite poverty and COVID-19, Filipino family still value education as means to finding better employment opportunities as shown in their reasons for accepting and staying on the job and for choosing

the BHRST course which is because of salaries and benefits and opportunities to go abroad. 32

The graduates believe that the BHRST course has developed them to be competent team player; are agreeable that the course has optimistic impact on them; are contented with their present life. In order to meet the varying demands in diverse workplace, they feel the essence of having more human resource related subjects and relevant trainings to be included in the curriculum.

Recommendations

The following key recommendations and proposed action areas of intervention and improvement for the BHRST curricular program for students before their off-campus on-the-job trainings (OJTs) to increase opportunities for employment of graduates.

1. The University thru its administrators should review the program by having additional Human Resources related-subject/s and improve facilities of the college, especially the BHRST Laboratory Room to enhance more of the students' knowledge and skills which are needed in the field.
2. The professors are highly encouraged to include in the teaching-learning encounters the most relevant and authentic lessons, activities and other scenarios that could help the students find and establish strong connection of what have been learned in the classroom with the real life situations especially in working abroad.

3. The college administrators and faculty should intensify trainings on the tourism, hotel and services technology to increase an even higher percentage of employability in terms of course alignment.
4. The BHRST department should always conduct a yearly GTS to update and monitor the employability status of the graduates.
5. The BHRST faculty may also consider conducting a qualitative research to even know more deeply the empirical reasons and status of the graduates' employment.
6. A parallel study might be conducted using other variables like school facilities and teacher-related aspects to verify the results of the curriculum efficiency and relevance towards their expected job.

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APPENDICES



Research Instrument
GRADUATE TRACER STUDY
Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol

Dear Graduate:

Good day! Please complete this GTS questionnaire as accurately & frankly as possible by checking (√) the space provided to your response. Your answer will be used for research purposes in order to assess graduate employability and eventually improve course offerings of your Alma Mater & other universities/colleges in the Philippines. Your answers to this survey will be treated confidentially.

Thank you.

The Researchers
NEIL REY P. BAS

LLOYD ANTHONY C. DALO

RONALD O. SENTILLAS

GRADUATE TRACER STUDY (GTS)

1. GENERAL INFORMATION

Name (optional) : _____

Permanent Address (optional) : _____

Sex : () Male () Female

- Civil Status :
- () Single
 - () Married
 - () Separated/Divorced
 - () Married but not living with Spouse
 - () Single Parent born a child but not married
 - () Widow or Widower

2. EMPLOYMENT DATA

- () Employed
- () Underemployed
- () Self-employed

3. EMPLOYABILITY STATUS

3.1 For those who are **EMPLOYED** (one's work is aligned based on chosen field of study) and **UNDEREMPLOYED** (one's work is not aligned based on chosen field of study).

3.1.1 Length of the time in getting the job:
Please specify _____

3.1.2 Sector of employment at present
() Government () Private Please specify _____

3.1.3 Employment Status at Present
() Permanent () Contractual () on call

3.1.4 Monthly Income:

- () 5,000 below
- () 15,001 – 20, 000
- () 5,001 - 10,000
- () 20,001 – 25, 000
- () 10,001 - 15,000
- () 25, 000 above

3.2 For those who are **SELF-EMPLOYED** (earns their living from any independent pursuit of economic activity)

3.2.1 Monthly Income:

- () 5,000 below
- () 15,001 – 20, 000
- () 5,001 - 10,000
- () 20,001 – 25, 000
- () 10,001 - 15,000
- () 25, 000 above

4. Reason(s) for taking the course(s) or pursuing degree(s). You may check (√) more than one answer.

- () High grades in the course or subject area(s) related to the course.
- () Good grades in high school
- () Influence of parents or relatives
- () Peer influence
- () Inspired by a role model
- () Strong passion for the profession
- () Prospect for immediate employment
- () Status or prestige of the profession
- () Availability of course offering in chosen institution
- () Prospect of career advancement
- () Affordable for the family
- () Prospect of attractive compensation
- () Opportunity for employment abroad
- () No particular choice or no better idea

() Other reason(s), please specify _____

5. **For the Unemployed only**

Please state reason(s) why you are not employed. You may check (√) more than one answer.

- () COVID-19 Pandemic
- () Advance or further study
- () Family concern and decided not to find a job
- () Health related reason(s)
- () Lack of work experience
- () No job opportunity
- () Did not look for a job
- () Advance or further study
- () Family concern and decided not to find a job
- () Health related reason(s)
- () Lack of work experience
- () No job opportunity
- () Did not look for a job
- () Other reason(s), please specify _____

6. What were your reasons for accepting the job? You may check (√) more than one answer.

- () Salaries and benefits
- () Career challenge
- () Related to special skills
- () Proximity to residence
- () Other reason(s), please specify _____

7. What are the reason(s) for staying on the job? You may check (√) more than one answer.

- () Salaries and Benefits
- () Career challenge
- () Related to special skills
- () Proximity to residence
- () Other reason(s), please specify _____

8. How did you find your first job? You may check (√) more than one answer.

- () Response to an advertisement
- () As walk-in applicant
- () Recommended by someone
- () Information from friends
- () Arranged by school's job placement officer

- Family business
- Job fair or Public Employment services Office (PESO)
- Other reason(s), please specify _____

9. Was the curriculum you had in college relevant to your present job?

Yes No

10. If YES, what competencies learned in college did you find very useful in your present job? You may check (√) more than one answer.

- Communication skills
- Human Relation skills
- Entrepreneurial skills
- Problem-solving skills
- Critical Thinking skills
- Other reason(s), please specify _____



Appendix B
Transmittal Letter

Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol

Vision: A premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.
Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for the sustainable development of Bohol and the country.

COLLEGE OF TECHNOLOGY AND ALLIED SCIENCES (CTAS)
First Semester 2021 – 2022

November 12, 2021

MARJORIE T. CAYBOT
Registrar I
Bohol Island State University
Bilar, Bohol

Madam:

Greetings!

We, the undersigned BHRST fourth year students are currently doing our Thesis Writing I, with the title; **“EMPLOYABILITY STATUS OF THE 2017, 2018 AND 2019 BACHELOR IN HOTEL AND RESTAURANT SERVICES TECHNOLOGY (BHRST) GRADUATES”**. In this connection, we would like to request your Office to provide us an official list of the BHRST students who graduated in 2017.

In addendum, we understand that the output of this undertaking will be both beneficial for BISU-Bilar particularly the BHRST department in their quest for excellence, accreditation, assessment and evaluation, and at the same time, our compliance of the partial fulfillment of the requirement of our degree.

Thus, we humbly request your utmost consideration and favorable response regarding this matter.

Rest assured that the data will be dealt with utmost care and confidentiality.

Thank you and may you continue to be a blessing for this institution.

Respectfully yours;

NEIL REY P. BAS

LLOYD ANTHONY C. DALO **RONALD O. SENTILLAS**

Noted:

Recommending Approval:

HERBERTO PIOLLO, MSM
Thesis I Adviser

NELIA Q. CATAYAS, PhD
Chairperson, CTAS

ARLEN B. GUDMALIN, PhD
Dean, CTAS

Approved:

MARIETTA C. MACALOLOT, PhD
Campus Director

MARJORIE T. CAYBOT
Registrar I

RESEARCHERS' BIODATA

RESEARCHER'S BIODATA

NEIL REY P. BAS
Poblacion, Bilar, Bohol
0948-092-7013
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PERSONAL DATA:

Date of Birth : June 07, 1999
Civil Status : Single
Mother : Mae P. Bas
Father : Rio I. Bas
Siblings : Niño Rey P. Bas
Noel Rey P. Bas

EDUCATIONAL BACKGROUND

Elementary : Bilar Central Elementary School
Batch 2012
Poblacion, Bilar, Bohol

Secondary : St. Anthony Academy
Batch 2016
Poblacion, Batuan, Bohol

Senior High : Bohol Island State University
Batch 2018
Bilar Campus
Zamora, Bilar, Bohol

College : Bachelor in Hotel Service Management
Batch 2022
Bohol Island State University
Bilar Campus
Zamora, Bilar, Bohol

RESEARCHER'S BIODATA

LLOYD ANTHONY C. DALO
 Tamboan, Carmen, Bohol
 0948-546-5195
lloydanthony1999@gmail.com



PERSONAL DATA:

Date of Birth : **January 17, 1999**
 Civil Status : **Single**
 Mother : **Babies Lina Dalo**
 Father : **Danielo Dalo**
 Siblings : **Melchor Dalo**
 James Brayan Dalo
 John Daniel Dalo

EDUCATIONAL BACKGROUND

Elementary : Tamboan, Elementary School
 Batch 2012
 Poblacion, Bilar, Bohol

Secondary : Katipunan, National, High School
 Batch 2016
 Katipunan, Carmen, Bohol

Senior High : Katipunan, Senior High School
 Batch 2018
 Katipunan, Carmen, Bohol

College : Bachelor in Hotel Service Management
 Batch 2022
 Bohol Island State University
 Bilar Campus
 Zamora, Bilar, Bohol

RESEARCHER'S BIODATA

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PERSONAL DATA:

Date of Birth : **March 24, 1998**
 Civil Status : **Single**
 Mother : **Meriam O. Sentillas**
 Father : **Bonifacio Q. Sentillas**
 Siblings : **Clinton O. Sentillas**
 Bonimer O. Sentillas
 Rodel O. Sentillas
 Melvin O. Sentillas

EDUCATIONAL BACKGROUND

Elementary : Kinan-oan Elementary School
 Batch 2011
 Kinan-oan, Trinidad, Bohol

Secondary : Kinan-oan High School
 Batch 2015
 Kinan-oan, Trinidad, Bohol

Senior High : Kinan-oan, Senior High School
 Batch 2018
 Kinan-oan, Trinidad, Bohol

College : Bachelor in Hotel Service Management
 Batch 2022
 Bohol Island State University
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 Zamora, Bilar, Bohol

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