

**EMPLOYABILITY STATUS OF THE 2018 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 2018 BACHELOR IN HOTEL AND  
RESTAURANT SERVICES TECHNOLOGY (BHRST) GRADUATES**

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A Thesis

Presented to the

Faculty of the College of Technology and Allied Sciences

**BOHOL ISLAND STATE UNIVERSITY**

Bilar Campus, Zamora, Bilar, Bohol

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In Partial Fulfilment

of the Requirements for the Degree

**BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT**

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February 2022

**APPROVAL SHEET**

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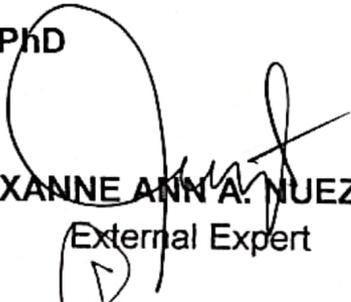
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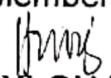
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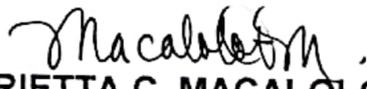
  
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Title of the Study : **EMPLOYABILITY STATUS OF THE 2018 BACHELOR IN HOTEL AND RESTAURANT SERVICES TECHNOLOGY (BHRST) GRADUATES**

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#### **ABSTRACT**

This study primarily determined the employability of the graduates of Bachelor in Hotel and Restaurant Technology of Bohol Island State University (BISU) year 2017-2018.

Specifically, it sought to determine the job placement profile of the graduates and relevance of school related factors to job placement. It also identified the work related values and skills that contribute in meeting the demands of the present job. Furthermore, this research proposes a program to improve employment rate for Hotel and Restaurant Technology graduates of BISU. This tracer study used the descriptive research design.

Majority of the respondents are gainfully employed and landed a job from thirteen to eighteen months after graduation. Most of them are on private basis. Salaries and benefits play a big role in accepting and staying the present job. Human Relations skills and communication skills are deemed to be the most useful competencies learned by the graduates from BISU; perseverance was the highest work value for the respondents. Opportunity for employment abroad inspired the graduates for pursuing the degree of BHRST and is recommended by someone assist in finding the first job. Most of the graduates are working align to their profession.

It is hereby recommended that the faculty in the college should continue enriching their teaching and learning strategies for the enhancement of the skills of the students.

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## Chapter I

### THE PROBLEM AND ITS SCOPE

#### Rationale

The mission of Bohol Island State University is to develop world-class and virtuous human resources. The worth of high-quality higher education is measured by its ability to prepare graduates for future employment and continuous professional development. BISU provides innovative and high-quality courses and training systems to meet the staffing needs of strategic departments targeted outreach and planning and implementation of Research and Development plans; Improve institutional resource generation capabilities; promote good governance and provide effective administrative and support services; develop and promote service quality and a culture of excellence.

BHRST Graduate places 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 specification before starting into any work of their choice (Cagasan, Dargantes, Florentino, & Lasquites, 2017).

Higher education institution should prepare students for future employment. Employability skills are important for students, organizations, employers, and educational institutions. Hospitality management and related programs in higher education focus on supplying hotels, restaurants, and related businesses with a source of professionally trained employees and potential

managers. Therefore, increasing student employability is crucial for businesses, for education institutes, and for students themselves. However, what school education offers may differ substantially from actual business needs (Chapman & Lovell, 2006; Jauhari, 2006; Raybould & Wilkins, 2005)

It is through quality education and proper training that one may get a respectable job after graduation. As stated, in the word of Pavlin (2003), a job with a high security, prestige, promotion possibilities, work satisfaction and the chance to utilize own knowledge and skill (Boholano, 2012)

Thus, institutions play a great role of the graduates' employment because it serves as bases in hiring a job. Continuous update of information about educational programs as well as information related to the employment status of the graduates helps the efficiency and effectiveness of the institution and in determining the needs of the changing society. One way of it is to conduct a Graduate's Tracer Study (GTS).

A tracer study is an alumni survey that attempts to trace the activities of the graduates or previous students of educational institutions (Millington N.D 2010).

The researchers wanted to gather information of the BHRST graduates of BISU-Bilar campus. This study aimed to assess the BHRST Graduates SY 2018 in terms of employability status and other related survey questions. Thus, results of this tracer study could be a gauge to plan, improve and evaluate the curriculum for the HRST graduates to be part with other universities.

## Theoretical Background

Education is very important because it equips us with all that is needed to make our dreams come true and open doors of brilliant career opportunities that fetches us for better prospect in career and growth. Quality education requires an upgrading of educational standards and conditions that are needed in the development of excellence in education as well as in life.

Hence, this study is anchored on different theories and legal bases to showcase the importance of employability of graduates in an institution.

According to Edward Lee Thorndike's "Law of Readiness", (31 August 1874 – 9 August 1949), If a person is ready to learn, he/she can learn quickly. Readiness means a preparation of action. If a person is not prepared to learn, then learning cannot be instilled in him/her it includes all those preparatory adjustments which immediately precede the activity. One learns only when he is physically and mentally ready for it.

That is why graduates need to be ready and set their minds in their field of work. Quality of education of a student requires an upgrading of the educational standards and condition that are needed in the development of excellence of education as well as in life (Bronola, Calo, Campron, et al.,2011).

For John Maynard Keynes, "The General Theory of Employment, Interest and Money" (1936), the level of employment is determined not by the price of labor, as in neoclassical economics, but by spending of money (aggregate demands). Keynes argues that it is wrong to assume that competitive markets.

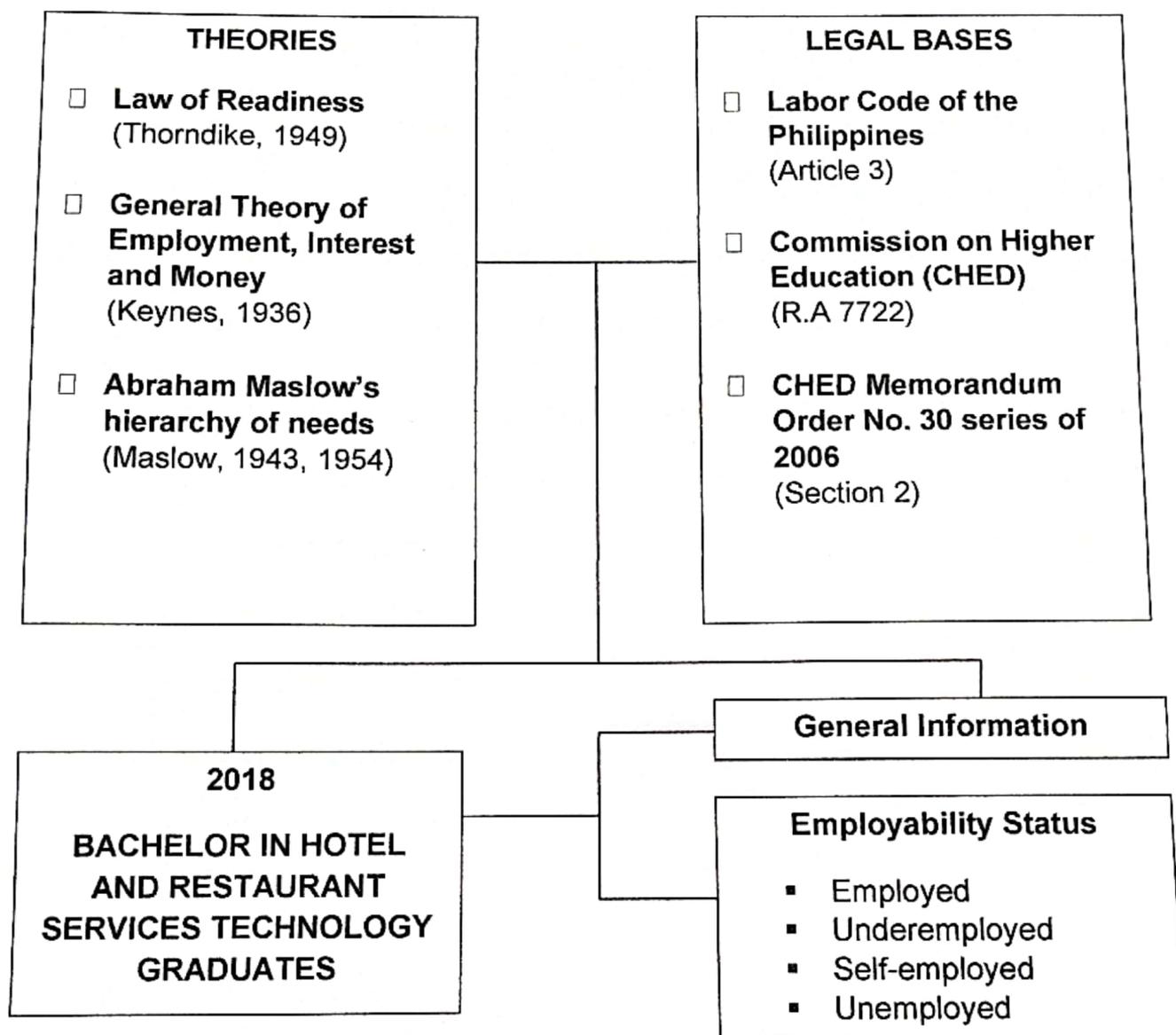


Figure I. Theoretical and Conceptual Framework of the Study

will in the long run, deliver full employment or that full employment is the natural, self-righting, equilibrium state of a monetary economy.

On the contrary, under employment and under investment are likely to be the natural state unless active measures are taken. One implication of the General theory is that an absence of competition is not the main issue regarding unemployment; even reducing wages or benefits has major effect.

According to the study of Signe, Labonite, and Balbin (2010), BISU-Bilar Graduates had a short time waiting of one to six months in looking for a job and the recommendations from people had helped them a lot in their job hunting. Though most of them did not take a professional examination but they opted to pursue graduates' studies for career advancement. Their GTS studies shows that the graduates can be employed in the market but they are placed in the low-level position at start, thus they seek other jobs for greener pasture.

According to Abraham Maslow's hierarchy of needs (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged.

The Labor Code of the Philippines, Article 3 stated that the State shall afford full protection to labor, promote full employment and secure equal

opportunities regardless of sex, race or creed and regulate the relations between workers and employers. The State shall assure the rights of workers of self-organization, collective bargaining secure of tenure and just humane conditions of work.

The R.A 7722 mandates the Commission on Higher Education (CHED) to "monitor the performance of programs and institutions of higher learning". One way to do this is to conduct a regular graduate tracer study (GTS) looking at the employability of higher education graduates.

Provided in CHED Memorandum Order No. 30 Series of 2006 Section 2 that 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 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.

Tracer studies of graduates can provide the information needed to reform educational programs to bring about the balance between the requirements of

employment world and study. It also assesses the students on how educational process has impact to them.

The University graduate tracer study provides the desirable information as to what is happening to our new graduates when they join the world of work. It is equally important to find out how adequate is the training provided by our institution in the overall performance of their career life, the extent by which the knowledge, communication and other skills have been developed. This tracer study is also a way which can provide valuable information for evaluating the results of education and training of an institution and thereby serve as a basis for future planning activities. (Thelma L. Ramirez, Leonardo T. Cruz. Nida V. Alcantara, Jan 2014)

The outcomes of a university's tracer study will reflect the effectiveness and relevance of the policies, curriculums, and strategies imposed by evaluating institutions. Through identifying the current status of their graduates, they will not be able to evaluate the university's performance but also identify possible deficits in a given educational program, the results of which will serve as a basis for future planning of activities at both the institutional and national levels, such that academic programs might be brought more closely in line with the needs of the economy (Tertiary Education Commission, 2008).

According to a Tracer Study of PNU Graduates, the ILO Thesaurus 2005 defines a tracer study as an assessment tool where the "impact on target groups is traced back to specific elements of a project or programme so that effective

and ineffective project components may be defined." Further, Schomburg (2003, p. 6) shares that graduate survey results are important for "analysis of relationship between higher education and work." Moreover, Millington (2001) states that "they provide quantitative structural data on employment and career, the character of work and related competencies, and information on the professional orientation, and experiences of their graduates." Additionally, the collected data is an important indicator of the quality of higher education. In the Philippines, the Commission on Higher Education requires all HEIs to conduct a tracer study and is equally reflected as one of the required documents by any higher education accrediting body such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP), Inc.

Ronilo C. Montuerto, and Rex S. Muring,(April, 2018) stated that graduate surveys and tracer studies gives information about the whereabouts of graduates, which would help to broaden perspectives among administrators, faculty and students. Such information like the employment status, field of work, salary range, fringe benefits and reasons of unemployment of the unemployed graduates. Moreover, according to Orejana (2010), they are a good source of feedback regarding the program's relevance in the current labor market.

In the Study of Dr. John Malonzo and Dr. Anna Pamela Jonson entitled, "Employability, Graduate Skills and Challenges of Selected HRM Graduates of Far Eastern University Manila" during 1st Asian Tourism Research Conference - 2020 stated that due to the full availability and various jobs in hospitality, graduates can choose to work in hotels, catering, beverages, cruises, events,

bars, and hundreds of roles to offer to work their way up the ladder. To become successful, one should possess a relevant set of skills. Nevertheless, hospitality is entirely providing outstanding service and leaving customers with a smile on their face.

Dr. Jake M. Laguador, Dr. Conrado I. Dotong, (August, 2013) stated that Graduates had that much opportunity to develop their employability skills like communication, leadership and problem solving from the university. The concept of employability requires focusing on four main dimensions: the dimension relating to the skills and competences that make an individual potentially employable, that focused on the motivation to find a job, the one related to social, economic and cultural determining factors, and the last dimension comprising the diverse effects on work-related, personal, economic, health-related and unemployment effects.

“Employability in Higher Education what it is –what it is not” as gaining a graduate job, rather it implies something about the capacity of the graduate to function in a job and able to move between jobs, thus remaining employable throughout their life.

Thus, it is advantageous for those who are competent as those incompetents will be left behind the race.

Unemployment continues to be one of the top concerns of the Philippine government. Compared to other Asian economies, the Philippines' unemployment rate continues to be among the highest in the region during the



## THE PROBLEM

### Statement of the Problem

The purpose of this study was to determine and assess the employability status of the 2018 graduates of the Bachelor in Hotel and Restaurant Services Technology of Bohol Island State University-Bilar Campus.

Specifically, the study sought to answer the following questions:

1. What is the general information of the BHRST graduates in terms of:
  - 1.1 civil status; and
  - 1.2 gender?
2. What is the employability status of the BHRST graduates for the year 2018?
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
    - 3.2.1 length of the time in getting the job
    - 3.2.2 sector of employment
    - 3.2.3 employment status
    - 3.2.4 monthly income
  - 3.3 self-employed

### 3.3.1 monthly income

4. What are the reasons of unemployment for the 2018 BHRST unemployed graduates?
5. What are the previous reasons of taking the BHRST course or pursuing the degree?
6. What are the reasons of the employed and underemployed 2018 graduates for accepting the present job?
7. What are the reasons of the employed and underemployed 2018 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 2018 BHRST graduates find it very useful?

### **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.

**Graduates.** The results of the study would encourage the graduates to find a job in line with their field and qualifications. This might 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 Services Technology graduates on the academic year 2018 that will be the basis in improving the curriculum to achieve the goals of the institution. They can 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 used a descriptive survey method using a survey questionnaire in collecting the graduate's employment profile.

### Environment and Participants

Bohol Island State University – Bilar Campus was the locale of the study. It is a state-owned university campus located in Bilar, Bohol. The school is one of the campuses parts of the Bohol Island State University (BISU), formerly known as Central Visayas State College of Agriculture, Forestry and Technology (CVSCAFT). It is situated along Zamora, Bilar, Bohol.

The respondents of the study were the 94 graduates of year BHRST year 2018. They were selected through complete enumeration.



Figure 2. Research Local

## **Instrument**

The researchers utilized modified and patterned survey questionnaires from CHED and other GTS universities to fit in to the needed information.

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 establishments they are working.

## **Data Gathering Procedures**

The researchers asked permission to conduct the study from the Dean of the College of Technology and Allied Sciences and approved by the Campus Director. After the approval, 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 2018. The researchers traced the respondents via social networking sites such as Facebook and messenger, ocular visit to their residence and calls, since the study was conducted during this pressing time of the COVID 19 Pandemic.

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 percentages 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 2018 who were the respondents of the study.

**Employability.** It refers to the employment status, sector and category of BHRST graduates from the batch 2018 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 corresponds to the BHRST graduates who are being employed in fields or courses related to their degree.

**Employment Status.** Status of a worker in a company on the basis of the contract of work or duration of work done. A worker may be a full-time employee, part-time employee, or an employee on a casual basis.

**Graduates Tracer Study (GTS).** One form of 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.

**On Call Employees.** Employee who is required to remain on call on the employer's premises and is therefore deemed to be "working" on call.

**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 currently do not have 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.** It was found out that 34 (36.17%) were males while 60 (63.83%) were females.

**Civil Status.** Data showed that there were 75 (79.79%) single, 18 (19.15%) were married and 1 (1.06%) separated/divorced

Table 1  
Profile of the 2018 BHRST Graduates  
N=94

| Category            | Frequency (f) | Percentage (%) |
|---------------------|---------------|----------------|
| <b>SEX</b>          |               |                |
| Male                | 34            | 36.17          |
| Female              | 60            | 63.83          |
| <b>CIVIL STATUS</b> |               |                |
| Single              | 75            | 79.79          |
| Married             | 18            | 19.15          |
| Separated/Divorced  | 1             | 1.06           |

**Table 2** shows the number of BHRST graduates who were employed, underemployed, self-employed and unemployed during 2017-2018 Academic Year. There were 61 (64.90%) employed graduates, 17 (18.08%) underemployed graduates, 8 (8.51) self-employed graduates and 8 (8.51%) who were self-employed.

Table 2  
Employability Status of the 2018 BHRST Graduates  
N=94

| Employment Status | f  | %     |
|-------------------|----|-------|
| Employed          | 61 | 64.90 |
| Underemployed     | 17 | 18.08 |
| Self-employed     | 8  | 8.51  |
| Unemployed        | 8  | 8.51  |

**Table 3** shows the employability status of the employed and underemployed respondents as described in the following areas.

**Length of time in getting the job.** It was found out that there were 14 (22.96%) employed and 6 (35.30%) of underemployed in 0-6 months below; 13 (21.31%) employed and 5 (29.41%) underemployed in 7-12 months, 16 (26.23%) employed and 1 (5.88%) underemployed in 13-18 months, 9 (14.75%) employed and 4 (23.53%) underemployed in 19-24 months, 9 (14.75%) employed 1 (5.88%) underemployed in 25 months above.

**Sector of Employment.** Findings indicated that majority of the respondents in employed graduates were private, 57 (93.44%) and underemployed graduates were also in private, 15 (88.24%). There were 4

(6.56%) respondents who were employed and 2 (11.76%) respondents underemployed in government sectors.

**Employment Status.** The study revealed that out of 61 employed and 17 underemployed respondents, there were 30 (49.18%) employed and 7 (41.18%) underemployed permanent, 28 (45.90%) employed and 7 (41.18%) underemployed contractual, 3 (4.92%) employed and 3 (17.64%) underemployed on call.

**Monthly Income.** It was found out that there were 2 (3.28%) employed graduates, 4 (23.53%) underemployed graduates, and 2 (25%) self-employed graduates earned 5, 000 below; 22 (36.06%) employed, 6 (35.30%) underemployed and 4 (50%) self-employed graduates earned 5, 001 - 10, 000; 18 (29.51%) employed, 2 (11.76%) underemployed and 2 (25%) self-employed graduates earned 10, 001 – 15, 000, 11(18.03%) employed.

Furthermore, there are 3 (17.65%) unemployed, and 0 self-employed graduates earned 15, 001 – 20, 000; 4 (6.56%) employed, 0 underemployed and 0 self-employed graduates earned 20,001 – 25, 000 and 4 (6.56%) employed, 2 (11.76%) underemployed and 0 self-employed graduates earned 25, 000 above.

The income of the graduates was observed to be in the lower level of income since it can be understood that it was during the pandemic period. Aside from that, many lost their jobs because of this crisis which can be clearly seen in the next data on the reasons for unemployment.

Table 3  
Employability Status of Employed and Underemployed Respondents

| CATEGORY                                 | Employed Respondents<br>N=61 |       | Underemployed Respondents<br>N=17 |       |                                  |    |
|--|------------------------------|-------|-----------------------------------|-------|----------------------------------|----|
|  | f                            | %     | f                                 | %     |                                  |    |
| <b>LENGTH OF TIME IN GETTING THE JOB</b> |                              |       |                                   |       |                                  |    |
| 0-6 months                               | 14                           | 22.96 | 6                                 | 35.30 |                                  |    |
| 7-12 months                              | 13                           | 21.31 | 5                                 | 29.41 |                                  |    |
| 13-18 months                             | 16                           | 26.23 | 1                                 | 5.88  |                                  |    |
| 19-24 months                             | 9                            | 14.75 | 4                                 | 23.53 |                                  |    |
| 25 months above                          | 9                            | 14.75 | 1                                 | 5.88  |                                  |    |
| <b>SECTOR OF EMPLOYMENT</b>              |                              |       |                                   |       |                                  |    |
| Government                               | 4                            | 6.56  | 2                                 | 11.76 |                                  |    |
| Private                                  | 57                           | 93.44 | 15                                | 88.24 |                                  |    |
| Others                                   | 0                            | 0     | 0                                 | 0     |                                  |    |
| <b>EMPLOYMENT STATUS</b>                 |                              |       |                                   |       |                                  |    |
| Permanent                                | 30                           | 49.18 | 7                                 | 41.18 |                                  |    |
| Contractual                              | 28                           | 45.90 | 7                                 | 41.18 |                                  |    |
| On Call                                  | 3                            | 4.92  | 3                                 | 17.64 |                                  |    |
| CATEGORY                                 | Employed Respondents<br>N=61 |       | Underemployed Respondents<br>N=17 |       | Self-Employed Respondents<br>N=8 |    |
|  | f                            | %     | f                                 | %     | f                                | %  |
| <b>MONTHLY INCOME</b>                    |                              |       |                                   |       |                                  |    |
| 5,000 below                              | 2                            | 3.28  | 4                                 | 23.53 | 2                                | 25 |
| 5,001 – 10,000                           | 22                           | 36.06 | 6                                 | 35.30 | 4                                | 50 |
| 10,001 – 15,000                          | 18                           | 29.51 | 2                                 | 11.76 | 2                                | 25 |
| 15,001 – 20,000                          | 11                           | 18.03 | 3                                 | 17.65 | 0                                | 0  |
| 20,001 – 25,000                          | 4                            | 6.56  | 0                                 | 0     | 0                                | 0  |
| 25,001 above                             | 4                            | 6.56  | 2                                 | 11.76 | 0                                | 0  |

**Table 4** shows the reason(s) for taking the course(s) or pursuing BHRST degree(s).

As shown in table 4, It was found out that the most reason of the respondents for taking BHRST course were Opportunity for employment abroad 50 (53.50%), Strong passion for the profession 36 (38.30%), Influence of parents or relatives 31 (32.98%), Affordable for the family 29 (30.86%), and Prospect for immediate employment is 21 (22.34%).

Table 4  
Reasons for Taking the BHRST Course

N-94

| CATEGORY  | ACADEMIC YEAR - 2017-2018 |       |
|---|---------------------------|-------|
|   | f                         | %     |
| <b>Reason(s) for taking the course(s) or pursuing degree(s).</b>    |                           |       |
| High grades in the course or subject area(s) related to the course. | 5                         | 5.32  |
| Good grades in high school.   | 6                         | 6.38  |
| Influence of parents or relatives.                                  | 31                        | 32.98 |
| Peer influence.   | 8                         | 8.51  |
| Inspired by a role model.   | 17                        | 18.08 |
| Strong passion for the profession.                                  | 36                        | 38.30 |
| Prospect for immediate employment.                                  | 21                        | 22.34 |
| Status or prestige of the profession.                               | 4                         | 4.26  |
| Availability of course offering in chosen institution.              | 17                        | 18.09 |
| Prospect of career advancement.                                     | 15                        | 15.96 |
| Affordable for the family.  | 29                        | 30.86 |
| Prospect of attractive compensation.                                | 5                         | 5.31  |
| Opportunity for employment abroad.                                  | 50                        | 53.20 |
| No particular choice or no better idea.                             | 4                         | 4.25  |
| Other reason(s), please indicate                                    | 8                         | 8.51  |

**Table 5** indicates the reason(s) why the respondents were not employed as describe in the following areas.

**Reason for Unemployment:** Findings indicated the reason of the respondents for unemployed due to COVID-19 Pandemic 8 (100%), other reason(s) 8 (100%), Health related reason(s) 3 (37.5%), Family concern and decided not to find a job 2 (25%), did not look for a job 2 (25%), and lack of work experience 1 (12.5%) and advance or further study 1 (12.5%).

Table 5  
Reasons for Unemployment  
N=8

| CATEGORY                                     | ACADEMIC YEAR<br>2017-2018 |      |
|--|----------------------------|------|
|  | f                          | %    |
| <b>Reason(s) why you are not employed</b>    |                            |      |
| COVID-19 Pandemic                            | 8                          | 100  |
| Advance or further study                     | 1                          | 12.5 |
| Family concern and decided not to find a job | 2                          | 25   |
| Health related reason(s)                     | 3                          | 37.5 |
| Lack of work experience                      | 1                          | 12.5 |
| Did not look for a job                       | 2                          | 25   |
| Other reason(s), please indicate             | 8                          | 100  |

**Table 6** shows the number of reasons why the respondents were not employed as describe in the following areas.

**Reason for accepting the Job.** It was found out that the most reason why they accept their job are Salaries and Benefits 67 (77.90%), Career challenge 45 (52.32%), Related to special skills 42 (48.84%), Proximity to residence 9 (10.45%), and Other reason(s) 8 (9.30%).

Table 6  
Reasons for Accepting the Job

N=78

| CATEGORY                               | ACADEMIC YEAR<br>2017-2018 |       |
|--|----------------------------|-------|
|  | f                          | %     |
| <b>Reason(s) for accepting the job</b> |                            |       |
| Salaries and Benefits                  | 67                         | 77.90 |
| Career challenge                       | 45                         | 52.32 |
| Related to special skills              | 42                         | 48.84 |
| Proximity to residence                 | 9                          | 10.45 |
| Other reason(s), please indicate       | 8                          | 9.30  |

Table 7 shows the number of reasons of the respondents for staying the job as describe in the following areas.

**Reasons for staying the Job:** It was found out that the most reason why they accept their job are Salaries and Benefits 62 (72.09%), Career challenge 45 (52.38%), Related to special skills 34 (39.53%), and Proximity to residence 11 (12.79%).

Table 7  
Reasons for Staying in the Present job

N=78

| CATEGORY                             | ACADEMIC YEAR 2017-2018 |       |
|--------------------------------------|-------------------------|-------|
|                                      | f                       | %     |
| <b>Reason(s) for staying the job</b> |                         |       |
| Salaries and Benefits                | 62                      | 72.09 |
| Career challenge                     | 45                      | 52.32 |
| Related to special skills            | 34                      | 39.53 |
| Proximity to residence               | 11                      | 12.79 |

Table 8 shows how the respondents find their first job as described in the following areas.

**Find their Job.** It indicates how respondents found their job. There were 47 (54.65%) recommended by someone, 43 (50%) as walk-in applicant, 20 (23.25%) information from friends, 8 (9.30%) response to an advertisement, 7 (8.13%) other reason(s), 2 (2.32%) arranged by school's job placement officer, and 1 (1.16%) job fair or public employment service office (PESO),

Table 8  
Means of Finding the Present Job

N=78

| CATEGORY   | ACADEMIC YEAR<br>2017-2018 |       |
|--|----------------------------|-------|
|  | f                          | %     |
| <b>How they find their first job?</b>                |                            |       |
| Response to an advertisement                         | 8                          | 9.30  |
| As walk-in applicant                                 | 43                         | 50    |
| Recommended by someone                               | 47                         | 54.65 |
| Information from friends                             | 20                         | 23.25 |
| Arranged by school's job placement officer           | 2                          | 2.32  |
| Family business                                      | 0                          | 0     |
| Job fair or Public Employment services Office (PESO) | 1                          | 1.16  |
| Other reason(s), please indicate                     | 7                          | 8.13  |

**Table 9** shows the relevance of the respondent's curriculum in college in their first job as describe in the following areas.

**Relevance to the Job** .It was found out that 78 (90.70%) of the respondent answered yes and 8 (9.30%) answered no.

Table 9  
Relevance of the BHRST Curriculum in their Present Job

N=86

| CATEGORY   | ACADEMIC YEAR<br>2017-2018 |       |
|--|----------------------------|-------|
|  | f                          | %     |
| <b>Was the curriculum they had in college relevant to their present job?</b> |                            |       |
| Yes  | 78                         | 90.70 |
| No   | 8                          | 9.30  |

**Table 10** indicates the number of competencies they've learned in college that find useful in the respondent job as describe in the following areas.

**Competencies.** It shows that the competencies they've learned in college were in human communication skill 76 (97.43%); human relation skill 70 (89.74%); critical thinking 41 (52.56%); problem solving skills 40 (51.28%); and 36 (46.15%) entrepreneurial skills.

Table 10  
Useful Competencies Learned in College

| CATEGORY   | ACADEMIC YEAR<br>2017-2018 |       |
|--|----------------------------|-------|
|  | f                          | %     |
| <b>If YES, what competencies they've learned in college that find very useful in their present job</b> |                            |       |
| Communication skills   | 76                         | 97.43 |
| Human Relation skills  | 70                         | 89.74 |
| Entrepreneurial skills   | 36                         | 46.15 |
| Problem-solving skills   | 40                         | 51.28 |
| Critical Thinking  | 41                         | 52.56 |
| Other reason(s), please indicate   | 5                          | 6.41  |

## Chapter 3

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

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 2017-2018. Specifically, the study sought to answer the following questions: What is the profile of the respondents in terms of sex, and civil status? What is the present employment profile of the respondents in terms of category of employment? What is the employability status of 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 secured the official list of the graduates from the Registrar's Office and gathered the data through house visit and social networking sites such as Facebook, Messenger, Text and Call, since the study was conducted during COVID-19 Pandemic. We're glad to have a 100% responds.

The researchers conducted a one by one research on the social networking site and house visit to access the respondents. And then afterward, to

secure evidence to the data gathered, the researchers sent the respondent a survey questionnaire to elaborate and to have more detailed information that useful in the study. The respondents sent back the survey questionnaire after answering the following information necessary in the study.

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

### **1. Demographic Profile of the Respondents**

According to the findings of the study, the majority of respondents were females, and single.

### **2. Employability status of the Respondents**

Study found out that majority of the respondents was employed.

### **3. Employment Status of the Respondents**

It was found out that majority of the respondents is employed, there were more employed in the private sector rather than in the government sector, most of the graduates were contractual basis, and the majority of the respondents earned between 5,001 to 10,000.

## **Conclusions**

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

There were 94 (100%) graduates who responded to the researchers because of their efforts to make it possible and through the help of social networking sites at the same time house visits even though pandemic during the time of gathering data. The majority of BHRST graduates were employed in their field of specialization. Graduates are more likely employed in the private sector than in the government sector. The majority of respondents earned between 5,001 to 10,000. Underemployed graduates, on the other hand, were employed on a permanent basis in the private sector. The majority of employed respondents waited 0 to 6 months to find a job.

### **Recommendations**

Based on the study's findings and conclusions, the following recommendations were given:

1. The faculty member in the College of Technology and Allied Sciences should maintain good and quality teaching in order for graduates to be fully equipped with appropriate qualities of an effective hoteliers, but they should also provide more related trainings/seminars and workshops, adapting K-12 curricula, and offering more Entrepreneurial skills, Problem-solving skills, and Critical Thinking.
2. Follow up Tracer Study of HRST Graduates should be undertaken by the campus's Department of Hospitality Management and Industrial Technology, not only to satisfy one of the AACUP evaluation

requirements, but also to present a deeper evaluation and empirical study of the campus's curricular offerings.

3. The future researchers may replicate this study for further verification of findings.
4. Graduates Tracers Study needs to be conducted at least two years of interval.

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The Labor Code of the Philippines, Article 3 **A DECREE INSTITUTING A LABOR CODE THEREBY REVISING AND CONSOLIDATING LABOR AND SOCIAL LAWS TO AFFORD PROTECTION TO LABOR, PROMOTE EMPLOYMENT AND HUMAN RESOURCES DEVELOPMENT AND INSURE INDUSTRIAL PEACE BASED ON SOCIAL JUSTICE** (1974)

[https://lawphil.net/statutes/presdecs/pd1974/pd\\_442\\_1974.html#:~:text=Article%203.&text=The%20State%20shall%20afford%20protection,relations%20between%20workers%20and%20employers.](https://lawphil.net/statutes/presdecs/pd1974/pd_442_1974.html#:~:text=Article%203.&text=The%20State%20shall%20afford%20protection,relations%20between%20workers%20and%20employers.)

The R.A 7722 mandates the Commission on Higher Education (CHED) **AN ACT CREATING THE COMMISSION ON HIGHER EDUCATION, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES** (1994)

[https://lawphil.net/statutes/repacts/ra1994/ra\\_7722\\_1994.html](https://lawphil.net/statutes/repacts/ra1994/ra_7722_1994.html)

## APPENDIX A



**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

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

November 12, 2021

Madam:

Greetings!

We, the undersigned BHRST fourth year students are currently doing our Thesis Writing I, with the title; "**EMPLOYABILITY STATUS OF THE 2018 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 from 2017, 2018 and 2019.

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 fulfilment of the requirement of our course.

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;

**JONATHAN DUMANACAL**  
**JANE KAREN IDULSA**  
**LEAH FORMENTERA**

Recommending Approval

HERBERTO PUELLO MORALES  
Thesis Advisor

NELJA G. CATAYAN, PhD  
Chairperson, C.T.A.S.

Supervisor

Approver

ARLEN B. GUERRALTO, PhD  
Dean, C.T.A.S.

MARJONIE F. CARRION  
Registrar I

WALTER A. C. BACALALON, PhD  
Campus Director



## 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. 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?

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 first 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 \_\_\_\_\_

## CURRICULUM VITAE



**JONATHAN A. DUMANACAL**  
 Caluasan, Dagohoy, Bohol  
 0910-607-7641  
 jdumanacal@gmail.com

### PERSONAL DATA:

Date of Birth : October 28, 1999  
 Civil Status : Single  
 Mother : Myrna A. Dumanacal  
 Father : Melecio N. Dumanacal  
 Siblings : Joseph A. Dumanacal  
           Ruel A. Dumanacal  
           Maricel A. Dumanacal  
           Elmer A. Dumanacal  
           Mary Joy A. Dumanacal

### EDUCATIONAL BACKGROUND

Elementary : CaluasanElementary School  
                   Batch 2012  
                   Caluasan, Dagohoy, Bohol

Secondary : Dagohoy National High School  
                   Batch 2016  
                   Poblacion, Dagohoy, Bohol

Senior High : Dagohoy National High School  
                   Batch 2018  
                   Poblacion, Dagohoy, Bohol

College : Bachelor of Science in Hospitality Management  
                   Batch 2022  
                   Bohol Island State University  
                   Bilar Campus  
                   Zamora, Bilar, Bohol



## CURRICULUM VITAE

**JANE KAREN G. IDULSA**

Poblacion, Bilar, Bohol

0920-769-6793

Idulsajanekaren8@gmail.com

### PERSONAL DATA:

Date of Birth : February 25, 1999  
 Civil Status : Single  
 Mother : Josefina G. Idulsa  
 Father : Nemesio A. Idulsa Jr.  
 Siblings : James Kiven G. Idulsa  
 James Kyle G. Idulsa  
 Jane Kathlyn G. Idulsa  
 Kolline G. Idulsa  
 Kenneth G. Idulsa

### EDUCATIONAL BACKGROUND

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

Secondary : Bilar National High School  
 Batch 2016  
 Yanaya, Bilar, Bohol

Senior High : Bilar National High School  
 Batch 2018  
 Yanaya, Bilar, Bohol

College : Bachelor of Science in Hospitality Management  
 Batch 2022  
 Bohol Island State University  
 Bilar Campus  
 Zamora, Bilar, Bohol

