

**EMPLOYABILITY STATUS OF THE 2019 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 2019 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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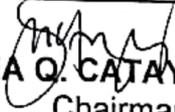
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February 2022

## APPROVAL SHEET

This thesis entitled "EMPLOYABILITY STATUS OF THE 2019 BACHELOR IN HOTEL AND RESTAURANT SERVICES TECHNOLOGY (BHRST) GRADUATES", prepared and submitted by JICA M. AJOC, GERME C. CUTILLAS, AND ANGELIE V. KADUSALE, 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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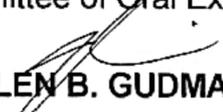
  
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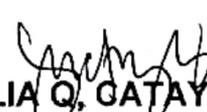
  
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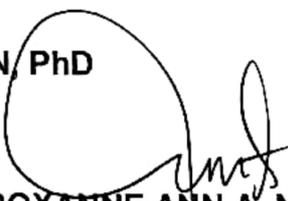
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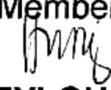
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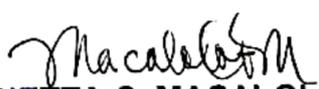
  
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**-The Researchers**

Title of the Study : **EMPLOYABILITY STATUS OF THE 2019 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 2018-2019. 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 zero to six months after graduation. Most of them are on contractual basis. Salaries and benefits play a big role in accepting and staying the first 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. 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

Students may have different reasons in going to a university. For many of them, the main reason is to explore the academic field they are interested in. Taking up a professional course is important to improve the performance in a given career. Tracer studies or graduate survey is a means of maintaining curriculum relevance and providing targeted benefits to graduates to enhance the marketability of educational programs. Adequate knowledge on employment outcomes of training graduates could assist in formulating policy towards combating some of the social problems such as unemployment. Students, particularly graduates of any course, are required to earn a sense of competence in their field of interest and develop the confidence to explore new possibilities and new employment especially if there is increasing competition among rivals at work (Woya, 2019).

One of the factors that determine the effectiveness of an academic institution is through the employability of its graduates. The quality of graduates is very much a function of quality instruction and facilities because these will help ensure that graduates are equipped with the knowledge, skills and values that will enable them to work in their respective field. Mitchell and Ashley (2006) also pointed out that the most important pro-poor impact of tourism is the local employment generated by the industry. Today, around 4 million workers (about

12% of the labor force) are unemployed and another 5 million (around 17% of those employed) are underemployed. This reserve army of workers is a reflection of what happens in the economy, particularly because of its incapacity to provide jobs (especially in the formal sector) to its growing labor force.

Lyceum of the Philippines University through the College of International Tourism and Hospitality Management specifically Hotel and Restaurant Management program has developed a well-organized and strategic program of career counselling and job placement to support students and young alumni. Establishing and expanding linkages to both local and international firms for possible job placement and assistance is another major responsibility of the University. This collaboration opens the door for continuous improvement of the programs' curricular offerings, instruction and other academic undertakings that will ensure the quality of hospitality and tourism education.

Hence, the employability of tertiary education graduates is a development challenge for the Commission on Higher Education (CHED) and higher education institution (HEIs). Insuring the labor market responsiveness of higher education programs through constant curricular updating is one of the strategies adopted to address this challenge. Another mechanism for promoting employability of graduates in this "Information Era" is the use of information and communication technology (ICT) for linking HEIs, graduates and employers and for circulating labour market signals to all concerned (CHED Memo No. 17, 2007).

With the aforementioned reasons, the researchers wanted to gather information and assess the BHRST graduates of BISU-Bilar Campus SY 2018-2019 in terms of employability if they landed jobs relevant to their field of specialization or not, through a graduate's tracer study to identify the situation of graduates after they completed their qualifications to evaluate the impact further in higher education.

## **Literature Background**

Education isn't just a piece of paper. Time spent in high school, college or graduate school helps you master both basic and advanced skills. The longer you spend in academia, the better your writing, reading, comprehension and communication skills will become. Writing, research and classes can also improve your computer skills, which are key in a competitive job market (Thompson, 2021).

The relationships between education and employment are determined not only by the function of education to prepare learning for subsequent work tasks and other life spheres, but also by the fact that education selects: in an educational meritocracy, the monetary resources and the social recognitions are largely determined by the individuals' level of educational attainment and their competencies fostered during the course of learning. The levels and the types of education, however, never are closely 'matched' to professional positions and job requirements. Imperfections are unavoidable, because individuals have to be trained to cope with imperfections and to be able to change employment and

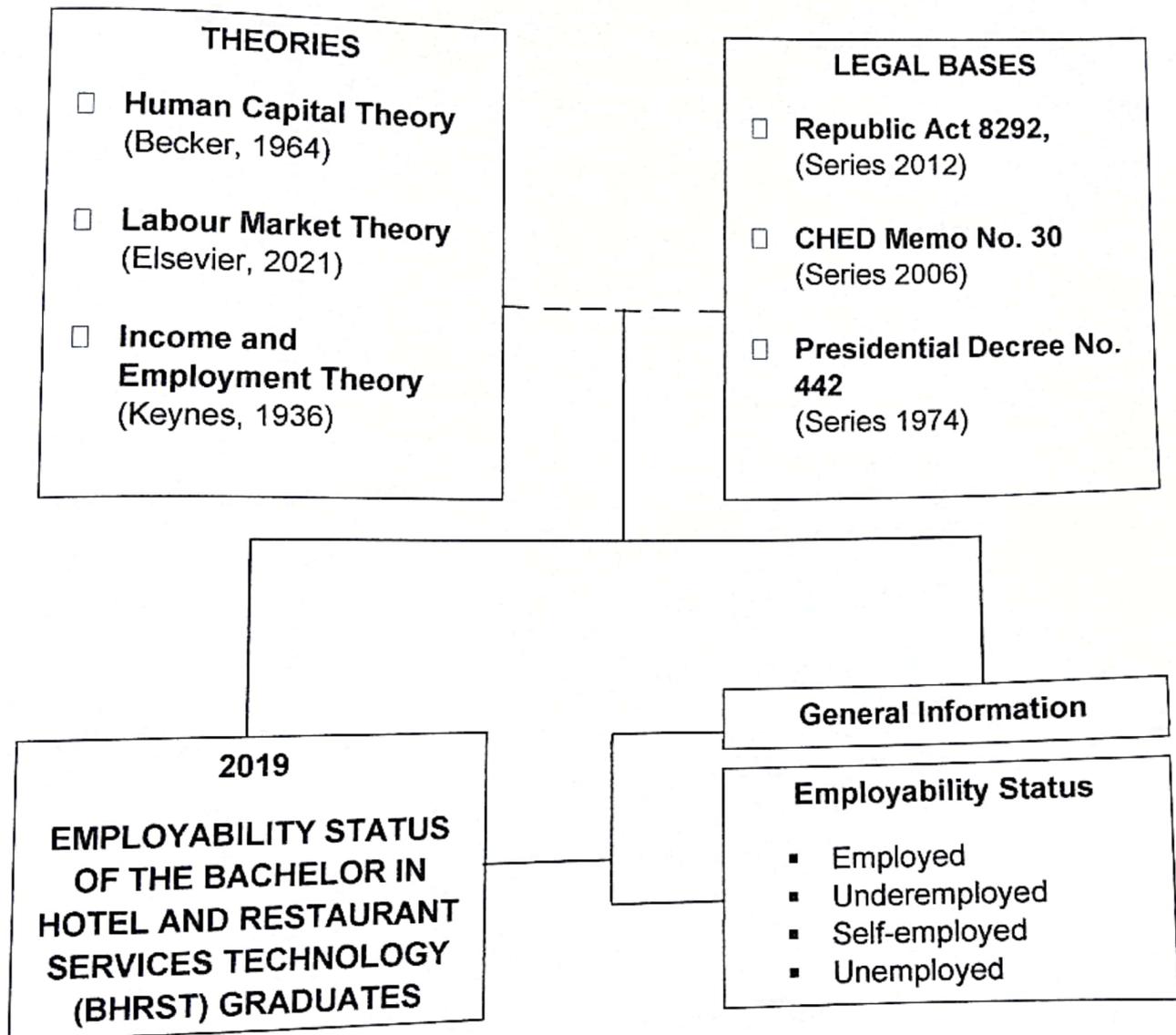


Figure 1. Theoretical and Conceptual Framework of the Study

work themselves proactively. National traditions of education and training persist to a certain extent according to which education might vary from being understood as the general foundation for professional learning on the job toward being understood as specific training for respective jobs. The dramatically rapid expansion of education is interpreted as serving the needs of the knowledge society as an oversupply which might be absorbed and as stimulating changes of the system of employment and work (Teichler, 2015).

Human capital theory, this theory explains both individuals' decisions to invest in human capital (education and training) and the pattern of individuals' lifetime earnings. Individuals' different levels of investment in education and training are explained in terms of their expected returns from the investment. Human capital theory also explains the pattern of individuals' lifetime earnings. In general, the pattern of individuals' earnings are such that they start out low (when the individual is young) and increase with age (Becker, 1975), although earnings tend to fall somewhat as individuals near retirement. From a theoretical perspective, the Human Capital Theory (Becker, 1964; Mincer, 1958; & 1974; Schultz, 1961) implicitly assumes that any educational mismatch is a temporary and short-term phenomenon. The origin of this mismatch is a lack of coordination between the mechanisms setting up the characteristics of labour demand and supply. In addition, it can be argued that the educational level of workers provides an incomplete measure of the human capital these workers offer to the market. The worker's human capital, understood as the knowledge and skills contributing to an increase in labour productivity, has other components besides

the educational level. Among these additional components, we can include the tenure of the worker in the job, and his/her learning capacity. Therefore, employees with different educational levels might offer the labor market the same human capital: a lack in one of its components might be compensated by a greater amount of other human capital components. Therefore, this theoretical approach assumes the existence of substitutability relationships between the different constituents of human capital.

Another theory that supports this study is labour market theory explanations of how wages are determined and workers allocated to different jobs. They provide explanations of why one group of workers, such as skilled workers, earns more than another group, such as the unskilled. They also provide a basis for the understanding of labour market problems such as discrimination, poverty, and unemployment, and suggest policies that could alleviate them (Elsevier, 2021).

Lastly, another theoretical support for this study is income and employment theory, a series of economic analysis, involving the relative levels of production, employment, and prices in an economy. By determining the relationship between these macroeconomic factors, the government seeks to design policies that promote economic stability (Encyclopedia Britannica, Apr 2001).

It is stated in Republic Act 8292, Section 2 that "it is the declared policy of the State to establish, maintain, and support a complete, adequate and

integrated system of education relevant to the needs of the people or society.” Therefore it is necessary to assess whether the knowledge, skills and values that a graduate has garnered meet the needs of our current society.

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.

Presidential Decree No. 442, as amended “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”.

According to the study of Marchante et al. (2007) entitled “An Analysis of Educational Mismatch and Labor Mobility in the Hospitality Industry”, the determinants of tutorial mismatch and employee mobility throughout occupations and companies with inside the hospitality industry. The instructional mismatch is

measured evaluating the employee's most stage of attained training and the academic stage had to carry out his or her process. A consultant survey of 3,314 personnel and 302 employers in 181 motels and 121 eating places with eight personnel or greater became applied to this end. The econometric analyses propose that employees can make amends for their shortfall in training with more quantities of running experience; however, surplus training can't alternative for tenure and on-the-process training. Likewise, instructional mismatch has no effect on exertions mobility. However, different elements have an impact on inner and outside turnover.

According to Pellizzari and Fichen (2017) in their study entitled "A new measure of skill mismatch", the measure is derived from a formal theory and combines information about skill proficiency, self-reported mismatch and skill use. The theoretical foundations underling this measure allow identifying minimum and maximum skill requirements for each occupation and to classify workers into three groups: the well-matched, the under-skilled and the over-skilled. The availability of skill use data further permits the computation of the degree of under- and over-usage of skills in the economy. The empirical analysis is carried out using the first round of the PIAAC data, allowing comparisons across skill domains, labour market statuses and countries.

Moreover, the term mismatch is often used to refer to rather different concepts in economics, thus creating certain confusion in an area that is attracting more and more policy attention and that, therefore, would benefit a lot from more accurate definitions and measurement. In very general terms, in

models with heterogeneous jobs and workers, aggregate mismatch is defined as the existence of an allocation of workers to jobs that could improve the realized equilibrium in terms of either employment levels or output. The same definition could be applied to other (or multiple) dimensions of heterogeneity, such as workers' skills and jobs' requirements. Regardless of the nature of the heterogeneity, the aggregate notion of mismatch is a feature of the joint distribution of workers' and jobs' characteristics and, as such, it is an intrinsically macro concept. In this perspective, it is impossible to say whether a single job-worker pair is a mismatch in isolation from the others (Sattinger 1993).

Additionally, the concept of education-job mismatch describes a situation in which an employed individual's level of education is different from the level of education appropriate for the job. As Cohn and Khan (1995) note, education-job mismatch is also known as over schooling, over education or surplus education. A person can be overeducated (the individual's level of education is higher than that appropriate for the job), undereducated (the individual's level of education is lower than that appropriate for the job), or adequately educated. Different approaches emerged to provide adequate ways of measuring education-job mismatch. Acosta-Ballesteros, Osorno-del Rosal, and Rodriguez-Rodriguez (2018) summarise key theoretical views that offer feasible reasons for the occurrences of education-task mismatches. Among younger workers, over education regularly exists due to imperfect statistics with inside the labour market (matching theory), however it is able to additionally be a more youthful worker's desire to benefit competencies for higher jobs with inside the future (mobility

theory). Alternatively, employers may do not forget over education as a bad indication of a worker's ability, and now no longer permit them to development to matched jobs.

Furthermore, many studies have analysed educational mismatch determinants and the relationships existing between educational mismatch and labour mobility in the labour market (Groot & Maassen van den Brink, 2000). Job matching and locating the first-class character to the proper task within the proper agency has come to be one of the maximum critical and real demanding situations of productiveness. Not simplest complete employment however the healthy among the worker and the task, in phrases of instructional stage or discipline of activity, qualifications and abilities of workforce; all had been the brand new benefit of labor productiveness. Present article synthesizes the theoretical and empirical findings on results of task mismatch with the aid of using choosing the primary findings approximately effect of task mismatches on paintings productiveness such as each personnel and groups sides on brief time period over education and over qualification ought to have a tremendous impact on productiveness for one agency, however on lengthy time period, mismatched employee might be stricken by lowering task pleasure and decrease wages. Also, at macroeconomic stage, from an attitude of financial system as a whole, task mismatches suggest a lack of assets and human capital and will have poor results on usual productiveness. The contrary results live on the crossing among the personnel, groups, regulations and destiny development. In truth the results of ability mismatch and productiveness is a misplaced of labor capability via

inefficient resource (re)allocation (Velciu, 2017). When the educational mismatch becomes permanent in the firms the productivity of the workforce could be penalize (Tsang, 1987; Rumberger, 1987). Therefore, it is important to identify whether this mismatch is permanent or temporary, analysing the effect of workers' educational mismatch on labour mobility in the hospitality industry.

Notable findings of a tracer study by Celis and Felicen (2011), this research revealed that majority of Tourism graduates or 76.74% landed a job related to their course, with a three-month waiting period. However, the research recommended a strong program for enhancement in communication skills for the students to be prepared as front liners in tourism industry. Further, that the university has to put up job consultation office to intensify its program on graduates' employability. The studies of Menez and Ylagan (2011) and Buted and Menez (2005) whose findings revealed that there is a high demand for job opportunities of BS HRM and that the graduates of the said program immediately find employment along their field of specialization.

As stated in the study of Rothwell and Charleston (2013), the experiences of individuals in transition between education and work during international volunteering expeditions. While it was expected that outcomes might include employability enhancement and skill development, the authors aimed to clarify what the main factors were, examine employability related factors in relation to other groups of variables, investigate development needs perceived by individuals, and evaluate the extent to which factors explored were influenced by participant attributes. Employability enhancement was not a primary motive for

engaging in the expeditions. Data suggest that respondents had much more altruistic motivations, with perceived benefits more associated with emotional capital development and authentic leadership, although respondents also acknowledged an enhanced ability to deal with selection processes due to their enriched experiences.

According to Scoupe and Beausaert, "Unravelling the concept of employability, bringing together research on employability in higher education and the workplace" (2019), special streams of literature employability has been described in special, regularly associated ways. Take an interdisciplinary technique, combining insights from studies on better training and administrative center mastering, taking a Western perspective. In doing so take a multi-dimensional, competence-primarily based totally technique. The technique to conceptualizing employability responds to investigate from each disciplines arguing for a want of integrating procedures to employability, for a unified evaluation of conceptual frameworks and settlement on definitions of the concept. Finish that fashions of employability from those special disciplines can toughen every other. Certain dimensions of employability are much less taken into consideration in a single discipline, even as receiving lots of interest withinside the other. Hence, the painting opens new avenues for conceptual and empirical studies on employability in each domain. Moreover, it would affect how researchers and practitioners studies and support (lifelong) mastering for employability, each in better training and with inside the administrative centre.

The study focused on the Bachelor in Hotel and Restaurant Services Technology graduates of Academic Year 2018-2019 of Bohol Island State University-Bilar Campus which is the independent variable. The dependent variables are the employability status in terms of length of time in getting the job, sector of sector of employment, employment status and their monthly income

## THE PROBLEM

### Statement of the Problem

The purpose of this study was to determine and assess the employability status of the 2019 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 2019?
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 2019 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 2019 graduates for accepting the present job?
7. What are the reasons of the employed and underemployed 2019 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 2019 BHST 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 can 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 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 Sciences Technology graduates on the academic year 2019 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

Bohol Island State University – Bilar Campus was the locale of the study. It is a state-owned university campus located in Zamora, Bilar, Bohol. The school is one of the campuses part 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 BISU – Bilar, Bohol is located at via Loay Interior Road. It is approximately forty three (43) kilometres away from the capital of Bohol and travel 1 hour and 15 minutes or more to drive.



Figure 2. Research Locale

The respondents of the study were all the graduates of BHRST year 2019. The respondents of the study were selected through complete enumeration method.

### **Instrument**

The researchers utilized a modified survey questionnaire from Commission on Higher Education (CHED) and other universities. The survey questionnaire was patterned to fit in to the needed information from the BHRST graduates.

The questionnaire was 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 for the conduct of the study from the Dean of the College of Technology and Allied Sciences and approved by the Campus Director. Given 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 2019. 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

## 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 2019 who was the respondents of the study.

**Employability Status.** It refers to the employment status, sector and category of BHRST graduates from the batch 2019 class, whether employed, underemployed, self-employed, or unemployed.

**Employment Status.** 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.

**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 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 dataset 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.

**Gender.** It was found out that 63 (57.80%) were females while 46 (42.20%) were males.

**Civil Status.** Data showed that there were 96 (88.07%) single, 12 (11.01%) were married and 1 (0.92%) single parent born a child but not married.

Table 1  
Profile of the 2019 BHRST Graduates  
N=109

Category	Frequency (f)	Percentage (%)
<b>SEX</b>		
Male	46	42.20
Female	63	57.80
<b>CIVIL STATUS</b>		
Single	96	88.07
Married	12	11.01
Single parent born a child but not married	1	0.92

**Table 2** shows the number of BHRST graduates who were employed, underemployed, self-employed and unemployed during 2018-2019 Academic Year. There were 71 (65.14%) employed graduates, 13 (11.93%) underemployed graduates, 9 (8.26%) self-employed graduates, 16 (14.67%) unemployed graduates.

Table 2  
Employability Status of the 2019 BHRST Graduates  
N=109

Category of Employment Status	f	%
Employed	71	65.14
Underemployed	13	11.93
Self-employed	9	8.26
Unemployed	16	14.67

**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 46 (64.79%) employed and 4 (30.77%) underemployed in 6 months below; 16 (22.54%) employed and 4 (30.77%) underemployed in 7-12 months; 5 (7.04%) employed and 1 (7.69%) underemployed in 13-18 months; 3 (4.23%) employed and 2 (15.38%) in 19-24 months; and 1 (1.41%) employed and 2 (15.38%) underemployed in 25 months above.

**Sector of Employment.** Findings indicated that majority of the respondents were employed in private sector, 60 (84.51%) and underemployed graduates were also in the private, 11 (84.62%). There were 10 (14.08%) respondents who were employed and 1 (7.69%) underemployed in government sectors. There were 1 (1.41%) employed and 1 (7.69%) underemployed in other sectors.

**Employment Status.** The study revealed that out of 71 employed and 13 underemployed respondents, there were 30 (42.25%) employed and 8 (61.54%) underemployed permanent; 35 (49.30%) employed and 3 (23.08%) underemployed were contractual; 6 (8.45%) employed and 2 (15.38%) underemployed were on call.

**Monthly Income.** It was found out that there were 9 (12.68%) employed graduates, 2 (15.38%) underemployed graduates and 5 (55.56%) self-employed graduates earned 5, 000 below; 43 (60.56%) employed, 6 (46.15%) underemployed and 4 (44.44%) self-employed graduates earned 5, 001 - 10, 000; 14 (19.72%) employed, 2 (15.38%) underemployed and none of self-employed graduates earned 10, 001 - 15, 000; 3 (4.23%) employed, 2 (15.38%) underemployed and none of self-employed graduates earned 15, 001 - 20, 000; none of the employed, underemployed and self-employed graduates earned 20,001 - 25, 000, 2 (2.82%) employed, 1 (7.69%) underemployed and none of self-employed graduate earned 25, 000 above.

Table 3.1  
Employability Status of the Employed and Underemployed Respondents

CATEGORY	Employed Respondents N=71		Underemployed Respondents N=13			
	f	%	f	%		
<b>LENGTH OF TIME IN GETTING THE JOB</b>						
0-6 months	46	64.79	4	30.77		
7-12 months	16	22.54	4	30.77		
13-18 months	5	7.04	1	7.69		
19-24 months	3	4.23	2	15.38		
25 months above	1	1.41	2	15.38		
<b>SECTOR OF EMPLOYMENT</b>						
Government	10	14.08	1	7.69		
Private	60	84.51	11	84.62		
Others	1	1.41	1	7.69		
<b>EMPLOYMENT STATUS</b>						
Permanent	30	42.25	8	61.54		
Contractual	35	49.30	3	23.08		
On Call	6	8.45	2	15.38		
CATEGORY	Employed Respondents N=71		Underemployed Respondents N=13		Self-Employed Respondents N=9	
	f	%	f	%	f	%
<b>MONTHLY INCOME</b>						
5,000 below	9	12.68	2	15.38	5	55.56
5,001 – 10,000	43	60.56	6	46.15	4	44.44
10,001 – 15,000	14	19.72	2	15.38	0	0
15,001 – 20,000	3	4.23	2	15.38	0	0
20,001 – 25,000	0	0	0	0	0	0
25,001 above	2	2.82	1	7.69	0	0

**Table 4** indicates the number of reasons why the respondents were not employed as describe in the following areas.

**Reasons for Unemployed.** Findings indicated the reasons of the respondents for unemployed due to covid-19 pandemic 16 (100%); family concern and decided not to find a job 6 (37.5%); and health related reasons 2 (12.5%).

Table 4  
Reasons for Unemployment

CATEGORY	ACADEMIC YEAR 2018-2019	
	f	%
<b>Reason(s) why you are not employed. (multiple responses)</b>		
COVID-19 Pandemic	16	100
Advance or further study	0	0
Family concern and decided not to find a job	6	37.5
Health related reason(s)	2	12.5
Lack of work experience	0	0
No job opportunity	9	56.25
Did not look for a job	0	0
Other reason(s), please indicate	3	18.75

**Table 5** shows the number of reasons for taking the course of the respondents as describe in the following areas.

**Reasons for Taking the Course.** It was found out that the most reason of the respondents for taking the BHRST course were opportunity for employment abroad 73 (66.97%); influence of parents or relatives 32 (29.36%); strong

passion for the profession 27 (24.77%); affordable for the family 25 (22.94%); inspired by a role model 21 (19.27%).

Table 5  
Reasons for Taking BHRST Course

CATEGORY	ACADEMIC YEAR 2018-2019	
	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.	4	3.67
Good grades in high school.	8	7.34
Influence of parents or relatives.	32	29.36
Peer influence.	17	15.60
Inspired by a role model.	21	19.27
Strong passion for the profession.	27	24.77
Prospect for immediate employment.	18	16.51
Status or prestige of the profession.	6	5.50
Availability of course offering in chosen institution.	21	19.27
Prospect of career advancement.	14	12.84
Affordable for the family.	25	22.94
Prospect of attractive compensation.	4	3.67
Opportunity for employment abroad.	73	66.97
No particular choice or no better idea.	5	4.59
Other reason(s), please indicate	2	1.83

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

**Reasons for Accepting the Job.** It was found out that the reasons of the respondents for accepting the job were the salaries and benefits 70 (75.27%); 37 (39.78%) career challenge; 31 (33.33%) related to special skills; 9 (9.68%) proximity to residence; 3 (3.23%) were other reasons.

Table 6  
Reasons for Accepting the Job

CATEGORY	ACADEMIC YEAR 2017-2018	
	f	%
<b>Reason(s) for accepting the job (multiple responses)</b>		
Salaries and benefits	70	75.27
Career challenge	37	39.78
Related to special skills	31	33.33
Proximity to residence	9	9.68
Other reason(s), please indicate	3	3.23

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 reasons of the respondents for staying the job were the salaries and benefits 72 (77.42%); 32 (34.41%) career challenge; 29 (31.18%) related to special skills; 7 (7.53%) proximity to residence; 3 (3.23%) were other reasons.

Table 7  
Reasons for Staying on the Present Job

CATEGORY	ACADEMIC YEAR 2018-2019	
	f	%
<b>Reason(s) for staying the job (multiple responses)</b>		
Salaries and Benefits	72	77.42
Career challenge	32	34.41
Related to special skills	29	31.18
Proximity to residence	7	7.53
Other reason...please indicate	3	3.23

**Table 8** shows how the respondents find their job as describe in the following areas.

**Find their Job.** It indicates how the respondents found their job. There were 41 (44.09%) answered the recommended by someone; 33 (35.48%) as walk-in applicant; 9 (9.67%) information from friends; and 5 (5.38%) found their job in other way.

Table 8  
Means of Finding the Present Job

CATEGORY	ACADEMIC YEAR 2017-2018	
	f	%
<b>How they find their present job? (multiple responses)</b>		
Response to an advertisement	2	2.15
As walk-in applicant	33	35.48
Recommended by someone	41	44.09
Information from friends	9	9.67
Arranged by school's job placement officer	0	0
Family business	4	4.30
Job fair or Public Employment services Office (PESO)	4	4.30
Other reason(s), please indicate	5	5.38

**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 77 (82.80%) of the respondents answered yes and 16 (17.20%) no.

Table 9  
Relevance of the BHRST Curriculum in their Present Job  
N=93

CATEGORY	ACADEMIC YEAR 2017-2018	
	f	%
<b>Was the curriculum they had in college relevant to their job?</b>		
Yes	77	82.80
No	16	17.20

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

**Competencies.** It shows that the competencies they've learned in college were in communication skills 73 (94.81%); 70 (90.91%) in human relation skills; 37 (48.05%) in entrepreneurial skills; 40 (51.95%) in problem-solving skills; 38 (49.35%) in critical thinking skill; and 2 (2.60%) others.

Table 10  
Useful Competencies Learned in College

CATEGORY	ACADEMIC YEAR 2018-2019	
	f	%
<b>If YES, what competencies they've learned in college that find very useful in their present job (multiple responses)</b>		
Communication skills	73	94.81
Human Relation skills	70	90.91
Entrepreneurial skills	37	48.05
Problem-solving skills	40	51.95
Critical Thinking	38	49.35
Other(s)	2	2.60

## 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 2018-2019. 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 female, and single.

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

Study found out that majority of the respondents was employed.

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

It was found out that majority of the respondents' was 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 109 (100%) graduates responded to the researchers because of the efforts of the researchers 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 members 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 BHRST 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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## 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

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 from 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 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;

JICA M. AJOC

GERME C. CUTILLAS

ANGELIE V. KADUSALE

Recommending Approval:

HERBERTO A. PIOLLO, MSMath  
Thesis Adviser

NELIA Q. CATAYAS, PhD  
Chairperson, DHMIT

Noted:

Approved:

ARLEN B. GUDMALIN, PhD MARJORIE T. CAYBOT MARIETTA C. MACALOLOT, PhD  
Dean, CTAS Registrar I Campus Director

## Appendix B



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.

Researchers

The

JICA M. AJOC

GERME C.  
CUTILLAS

ANGELIE V.  
KADUSALE

GRADUATE TRACER STUDY (GTS)

1. GENERAL INFORMATION

Name (optional) : \_\_\_\_\_

Permanent Address (optional): \_\_\_\_\_

Gender :  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

## 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).

( ) Self-employed

3.1.1 Length of the time in getting the job:  
 Please specify \_\_\_\_\_

3.1.2 Sector of employment at present

( ) Government ( ) Private

3.1.3 Employment Status at Present

( ) Permanent ( ) Contractual ( ) on call

Please specify \_\_\_\_\_

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 \_\_\_\_\_

## Researcher's Biodata



**JICA M. AJOC**

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### PERSONAL DATA:

Date of Birth : November 19, 1999  
 Civil Status : Married  
 Mother : Arnulfa Macabudbud  
 Father : Juanito Macabudbud  
 Siblings : Joan T. Macabudbud  
           Janice T. Macabudbud  
           Justin T. Macabudbud  
           Jamie T. Macabudbud  
           Joseph T. Macabudbud

### EDUCATIONAL BACKGROUND

Elementary : Buenos Aires Elementary School  
 Batch 2012  
 Buenos Aires, Carmen, Bohol

Secondary : Batuan National High School  
 Batch 2016  
 Poblacion Vieja, Batuan, Bohol

Senior High : Batuan National High School  
 Batch 2018  
 Poblacion Vieja, Batuan, Bohol

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

## Researcher's Biodata



**GERME C. CUTILLAS**  
 San Francisco, Ubay, Bohol  
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### PERSONAL DATA:

Date of Birth : June 25, 1999  
 Civil Status : Single  
 Mother : Lilia C. Cutillas  
 Father : Leonardo C. Cutillas  
 Siblings : Glaiza C. Mellino  
           Genesis C. Cutillas  
           Gerry C. Cutillas  
           Leonardo C. Cutillas Jr.

### EDUCATIONAL BACKGROUND

Elementary : San Francisco Elementary School  
                   Batch 2012  
                   San Francisco, Ubay, Bohol

Secondary : San Pascual Academy  
                   Batch 2016  
                   San Pascual, Ubay, Bohol

Senior High : San Pascual Academy  
                   Batch 2018  
                   San Pascual, Ubay, Bohol

College : Bachelor of Science in Hospitality Management  
                   Batch 2022  
                   Bohol Island State University  
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### PERSONAL DATA:

Date of Birth : February 17, 1999  
 Civil Status : Single  
 Mother : Leonarda V. Kadusale  
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           Jelyn K. Subang  
           Anelou C. Aurestila  
           Juneil V. Kadusale  
           Joan V. Kadusale  
           Anecito V. Kadusale Jr.  
           Francis V. Kadusale III  
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### EDUCATIONAL BACKGROUND

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

Secondary : Kinan-oan High School  
                   Batch 2016  
                   Kinan-oan, Trinidad, Bohol

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

College : Bachelor of Science in Hospitality Management  
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