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Analysis of Employability Attribute of Hospitality Graduate and their Managers' Expectation

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Abstract

This study investigates the employability attribute of hospitality graduates from two Private higher education institution in Cabanatuan City and whether they meet the demands of hotel managers. The demand for qualified personnel possessing technical and soft abilities is acute due to the hotel industry's explosive growth, particularly in urban areas like Cabanatuan City. Among others, communication, problem-solving, teamwork, and ICT abilities are some of the major attributes examined to ascertain whether academic preparation satisfies industrial standards.

100 respondents were involved in the data gathering and questionnaire forms, containing a mix of 50 hotel managers and 50 graduates, all based on a descriptive-correlational method of study. The association between employability traits and the demographic profile of respondents such as age, sex, work status, and years of experience was determined. Graduates demonstrated an intermediate level of proficiency in problem-solving, collaboration, and communication.

Keywords: Academia-industry Partnerships, Communication Skills, Employability Attributes, Hospitality Education, Hospitality Graduates, ICT Skills, Teamwork Skills

Introduction

The hospitality industry is a fastest growing sector and also expanding in new urban locations such as Cabanatuan City. With that, the demand for hospitality personnel is also increasing in the region. Hospitality graduates are expected to have a broad range of employability attributes, including technical expertise, communication skills, problem-solving abilities, and teamwork (Davidson *et al.*, 2020). These attributes are vital for hotel managers, who rely on a competent workforce to maintain the quality of service and achieve business success (Baum, 2015). Recent figures from Eurostat indicate that investments and jobs in the hotel and tourist sector are fueling EU growth (Weforum, 2022; Eurostat, 2022).

As the hospitality industry continues to become very competitive, colleges and universities may play a very important role in ensuring that their graduates are able to practice their learned skills and knowledge. This increase in hotels and other forms of hospitality establishments pushed local colleges and universities to introduce programs that foster knowledge and skill development, though a gap still prevails on the actual delivery of the program by the employers. This study further sought to generate empirical findings on how well hospitality graduates satisfy the expectations of hotel managers and to identify areas where training programs need improving. According to Neroorkar (2022), considering the work environment of different stakeholders, it is vital to apply suitable metrics to assess employability.

Higher academic institutions experience substantial pressure from employers and students to ensure that graduates are ready for the work environment (Ahmed *et al.*, 2017). Private higher education Institutions (PHEIs) must work closely with the commercial sector to offer students outstanding career counseling because they do not get government funding and must produce high-caliber graduates for the industry to hire these graduates. The advancement of technology and evolving guest preferences have created both opportunities and challenges that affect graduates' employability and education (Aurecon Group, 2020). Furthermore, globalization has created concerns regarding developing the employability attributes that graduates should possess (Abas & Imam, 2016)^[2].

For hotel managers to maintain service quality and achieve financial success, they need a workforce with certain skills, as competition in the hospitality industry rises, colleges and universities must ensure their graduates are well-prepared for the job skills requirements. The growth of hotels and other establishments has caused the local higher education institutions to introduce skill development programs, though a gap still exists between academic preparation and employer expectations. This study aimed to collect data on how well hospitality graduates meet hotel managers' expectations and identify areas for improvement in training programs.

More specifically, it determined how schooling enhances their problem-solving, communication, teamwork and collaboration and ICT skills. When recruiting new staff, hotel management in hospitality industry place a high value on certain skills, thus the study examined whether the acquired skills match their needs.

The results may benefit educational institutions and employers by identifying gaps between academic competences and industry needs. As Jackson and Wilton (2016) suggest, educational institutions may use these findings to adjust curricula to meet industry demands better. Stronger partnerships with the hospitality sector may also allow academic programs to integrate practical experiences like internships and industry-specific certifications.

Methodology

This study utilized a descriptive-correlational research design. According to Patten (2002) [7], "descriptive correlational research design is employed to test the degree of relationship between two variables". The data were generated using a survey questionnaire distributed to the employees of the, selected higher education institutions who were chosen to participate in the study. The respondents of the study who were chosen purposively (Subia, 2018) [10] were included 50 hospitality graduates and 50 managers, deemed sufficient for meaningful analysis. Graduate who has moved into other industries and respondents unwilling to answer the questions were excluded from the study, within the Cabanatuan, Nueva Ecija in the Philippines.

Data for the study were collected using a survey questionnaire developed by the researcher that was designed to answer the questions in the statement of the problem.

The process of data collection was carried out systematically. The first step involved seeking formal

permissions from institutional heads and ethics committees. Then, the questionnaire was pilot tested to ensure clarity and reliability. The respondents were approached by email and letters, with informed consent to emphasize confidentiality and voluntary participation. The questionnaires were distributed either electronically or in person and through emails, and follow-ups were conducted to ensure a high response rate. The completed questionnaires were collected and organized for analysis. Data were analyzed through statistical tools. Descriptive statistics presented in terms of means, frequencies, and percentages summarize the data, whereas correlation analysis assessed the association between employability attributes and managers' expectations. In these ways, the methods pointed to the degree to which the skills of graduates coincided with industry needs.

Likert Scale was used to analyze the levels of employability attribute. The questionnaire was validated by the researchers' adviser and other experts in the field while the reliability of the questionnaire was tested on ten non-respondent professionals. The questionnaire was found reliable using Cronbach's alpha with a reliability coefficient of 0.925 for employability attribute and their managers' expectation.

The scale and verbal description of the developed questionnaire are shown in Table 1.

Table 1: Scale and Verbal Description

Intervals	Verbal Description
4.20 to 5.00	Strongly Agree
3.40 to 4.19	Agree
2.60 to 3.39	Neutral
1.80 to 2.59	Disagree
1.00 to 1.79	Strongly Disagree

Statistical tools such as mean, Pearson's r and Spearman's rho were used to compute the description of job satisfaction and organizational commitment and their significant relationships. All computations were done with the use of an IBM statistical package for social sciences (SPSS) version 27.

Results and Discussion

1. The employability attributes of hospitality graduates be described by themselves and their managers based on 1.1 Communication skills

Table 2: Career Advancement

Communication Skills	Employees WM	Managers WM	Combined WM	Verbal Description
1. I (They) can communicate clearly and effectively with guests and colleagues.	4.48	4.22	4.35	Strongly Agree
2. I (They) can write professional emails and reports	4.34	4.14	4.24	Strongly Agree
3. I (They) actively listen to guests and understand their needs.	4.34	4.22	4.28	Strongly Agree
4. I am (They) are proficient in multiple languages (e.g., English, Spanish, etc.).	3.98	4.04	4.01	Agree
5. I (They) can handle customer complaints with professionalism	4.48	4.30	4.39	Strongly Agree
Overall Weighted Mean	4.32	4.18	4.25	Strongly Agree

Self-assessment of communication skills by employees and their evaluation by managers. The overall weighted mean is 4.25, corresponding to "Strongly Agree" for the the attributes listed, the statement "I (They) can handle customer complaints with professionalism" achieved the highest

combined weighted mean (4.39), which was interpreted as "Strongly Agree". The result is that both employees and managers regard professionalism in handling complaints as a strength among graduates. On the contrary, the most globally responded to statement "I am (They) are) proficient

in multiple languages" had the lowest combined weighted mean, which stands at 4.01, meaning "Agree," and this suggests underdevelopment of this skill, there is high proficiency in all communication skills. Data emphasizes that hospitality graduates have a good foundation in critical communication skills, especially in the effective and professional handling of customer interactions, crucial for maintaining good guest relations and for repeat business. The slightly lower rating for multilingual proficiency suggests that although graduates are appropriately qualified in a primary business language(s) - presumably English here again-the graduates were less well-equipped in other languages, which would have been conducive to higher service quality in this multicultural hospitality environment. The results concur with Dhaliwal *et al.* (2020), who highlight that effective communication plays the most important role in guest satisfaction and customer loyalty of the service organization hospitality industry. A high score in professionalism and complaint handling indeed indicates

that graduates are satisfactorily prepared to meet the expectations of guests, with positive reflections on the existing communication training modules. On the other hand, the relatively low score in multilingual capabilities calls on the institutions to introduce or enhance language programs like Spanish, Mandarin, and other languages frequently used by international tourists. This would enable graduates to cater to a broader client base and increase the aspect of inclusivity if language proficiency programs were addressed.

1.2 Problem-Solving Skills

In terms of Problem-solving skills of graduates as rated by the employees and the managers. The overall combined weighted mean of 4.35 as strongly agree on the problem-solving capabilities of hospitality graduates. The statement that scored the highest was "I (They) perform well under pressure during peak business periods" with the combined weighted mean of 4.39, interpreted as "Strongly Agree."

Table 3: Problem-Solving Skills

Problem-Solving Skills	Employees WM	Managers WM	Combined WM	Verbal Description
1. I (They) can handle emergencies calmly and effectively.	4.42	4.26	4.34	Strongly Agree
2. I (They) resolve conflicts between guests or colleagues efficiently.	4.40	4.26	4.33	Strongly Agree
3. I (They) often come up with innovative solutions to challenges.	4.42	4.26	4.34	Strongly Agree
4. I (They) can make decisions quickly and effectively when necessary.	4.42	4.30	4.36	Strongly Agree
5. I (They) perform well under pressure during peak business periods.	4.42	4.36	4.39	Strongly Agree
Overall Weighted Mean	4.42	4.29	4.35	Strongly Agree

This implies an excellent confidence in the graduates' ability to render proper handling for stress of human relations. On the other hand, the statement "I (They) resolve conflicts between guests or colleagues efficiently" had the lowest combined weighted mean (4.33) yet received a "Strongly Agree" rating.

These results indicate that the alumnus would be able to effectively cope with stress-prone situations, which is a very important variable in the hospitality industry characterized by peak business hours and unexpected situations. The slight difference in scores of items above shows uniformity of general problem-solving, but there is a need for more

emphasis on conflict resolution training. Such skills will keep the staff in harmony and help ensure guest satisfaction. This relates well with Wakelin-Theron *et al.* (2018), indicating that adaptability, agility, and innovative problem-solving skills are advantageous in hospitality dynamic environments. Calmness during stress situations creates operational efficacy but also enhances the experience for guests. Building such skills would increase through case-based learning and simulation, especially in dealing with conflict situations.

1.3 Teamwork and Collaboration Skills

Table 4: Teamwork and Collaboration Skills

Teamwork and Collaboration Skills	Employees WM	Managers WM	Combined WM	Verbal Description
1. I (They) work well with a diverse group of colleagues.	4.64	4.30	4.47	Strongly Agree
2. I (They) have experience in leading teams in a hospitality environment.	4.44	4.36	4.40	Strongly Agree
3. I (They) effectively collaborate with other departments.	4.42	4.30	4.36	Strongly Agree
4. I (They) contribute to team discussions and brainstorming sessions	4.48	4.46	4.47	Strongly Agree
5. I (They) seek input from team members before making decisions.	4.52	4.32	4.42	Strongly Agree
Overall Weighted Mean	4.50	4.35	4.42	Strongly Agree

For teamwork and collaboration skills the overall weighted mean of 4.42 as strongly agree reflects the graduates' great capabilities in teamwork in the minds of employees and managers is what the results produce. The two statements "I (They) work well with a diverse group of colleagues" and "I (They) contribute to team discussions and brainstorming sessions" were rated at the same high combined weighted mean of 4.47, and both can be interpreted as "Strongly Agree." The lowest rated statement is "I (They) effectively

collaborate with other departments," which scored 4.36 but was also rated as "Strongly Agree."

The findings point out that graduates perform very well at collaboration development and contribution to team efforts, especially in diverse work environments. However, the slightly lower rate for interdepartmental collaboration suggests potential problems in navigating cross-functional dynamics. Such skills are essential in a hospitality context to ensure smooth delivery of service, particularly where

coordination among departments such as housekeeping, front office, and food and beverage is necessary. Crane and Kinash (2015) note the role of teamwork in effective operational performance in a hospitality context. The scores confirm that students are equipped to work effectively in teams, fostering a good work culture. To bridge this interdepartmental co-ordination gap,

institutions can place training modules, which would simulate a scenario in cross-functional teamwork, to prepare graduates for these complex organizational structures and better coordination between department.

1.4 Information and communications technology skills (ICT)

Table 5: Information and communications technology skills (ICT)

Information and Communication Skills	Employees WM	Managers WM	Combined WM	Verbal Description
1. I am (They are) proficient in using property management systems (e.g., Opera, Amadeus).	3.88	3.86	3.87	Agree
2. I am (They are) are skilled in using basic IT tools (email, MS Office).	3.90	4.02	3.96	Agree
3. I am (They) are familiar with point-of-sale systems.	4.00	3.92	3.96	Agree
4. I (They) can troubleshoot basic IT issues without assistance.	3.78	3.84	3.81	Agree
5. I (They) can quickly learn and adapt to new hospitality-related software systems.	4.12	4.00	4.06	Agree
Overall Weighted Mean	3.94	3.93	3.93	Agree

For Information and communications technology skills (ICT) shows the overall weighted mean of 3.93 as agree is a suggestion of moderate proficiency in ICT skills among hospitality graduates. that the evidence-based ratings on ICT skills The statement "I (They) can quickly learn and adapt to new hospitality-related software systems" gained the highest combined weighted mean: 4.06, interpreted as "Agree." While "I (They) can troubleshoot basic IT issues without help" obtained the lowest combined weighted mean: 3.81, which was also interpreted as "Agree." Moderate ratings in this context can be seen to represent the graduates' adaptability to new technologies. Simultaneously, the moderate rating calls out for deeper technical skills-the graduates lack in depth of knowledge about troubleshooting

IT issues, which may create a barrier to achieving more efficient operationality in tech-driven environments. Significant application of advanced systems in drive efficiencies and guest satisfaction in hospitality operations, according to Ivanov (2020).

The results indicate a possible area requiring training in hospitality-related technologies: Basic skills such as IT foundations and higher-order skills such as troubleshooting and system integration. Even providing graduates with key software system certifications would be a plus for making them more saleable and ready for technology-intensive jobs.

1.5 The significant relationship between the profile of the respondents and their employability attributes

Table 6: The significant relationship between the profile of the respondents and their employability attributes

Correlation	Employability Attributes				
	Profile	Communication Skills	Problem-Solving Skills	Teamwork and Collaboration Skills	Information and Communication Technology Skills
Age	Correlation Coefficient	.413**	.270	.211	.157
	p-value	.003	.058	.141	.275
Sex	Correlation Coefficient	-.047	-.071	.020	-.241
	p-value	.747	.625	.890	.092
Current Position	Correlation Coefficient	.037	.148	.176	.031
	p-value	.798	.306	.223	.828
Years of Experience	Correlation Coefficient	.359*	.157	.104	.510**
	p-value	.010	.276	.471	.000
Types of Hospitality Establishment	Correlation Coefficient	-.188	-.109	-.042	-.216
	p-value	.191	.450	.772	.132
Employment Status	Correlation Coefficient	-.189	-.254	-.061	-.138
	p-value	.189	.075	.674	.339

For the significant relationship between the profile of the respondents and their employability attributes highlighted some vital relationships between respondent profiles and employability attributes. Age positively correlated with communication skills; years of experience positively correlated with ICT skills, Age and years of experience are significantly related to one of the respondents' employability attributes, which is communication skills. The positive r-values imply that the older and more experienced the respondents, the better their communication skills. Moreover, years of experience are significantly related to the information and communication skills of the

respondents. The longer the employees are in their jobs, the higher their ICT skills. these are consistent findings with Kolb's (1984) theory of experiential learning for developing new skill, which underscores the importance of practical experience. The absence of significant correlations for teamwork and problem-solving reinforces the necessity for targeted interventions in the form of experiential learning modules and simulation exercises in fostering these attributes regardless of age or experience. The positive correlation of age with communication skills, may indicate that with increasing age, employees have better interpersonal abilities because of life and work experiences

accumulated over the years. Similarly, the significant relation between years of experience and ICT skills, may indicate that prolonged exposure to hospitality operations enhances technical competencies. However, the lack of significant correlations on teamwork and problem-solving skills means that training programs will be necessary to develop these skills in the workforce, regardless of demographic influence. This finding supports Kolb's experiential learning theory, emphasizing hands-on experiences in the development of skills.

1.6 The significant difference between the ratings of the two groups of respondents on the employability attributes of hospitality graduates

Table 7: The significant difference between the ratings of the two groups of respondents on the employability attributes of hospitality graduates

Difference	Employees (Hospitality Graduates)	Managers
Mean	4.22	4.19
Variance	0.2697	0.2314
t-test	0.3097 Ns	
p-value	0.7575	

Ns=No significant difference

For the significant difference between the ratings of the two groups of respondents on the employability attributes of hospitality graduates illustrates the comparison of ratings of employing attributes between employees and managers, with no significant difference. Both groups indicated very

similar assessment ratings on the employing attributes of graduates. There is no significant difference in the rating of the two groups of respondents (hospitality graduates and managers) on the employability attributes of the hospitality graduates using t-test. This means that the two groups of respondents have similar view on the attributes of the graduates. Shared perception validates the results of the study and underscores the relevance of the measured attributes to the expected industry attribute. The lack of significant difference also points out that existing training and assessment programs achieve stakeholders' expectations. There is no significant difference in the rating of employability attributes for employees and managers suggests that there is a shared perception of graduate competencies. This finding confirms the relevance of existing hospitality education programs in supplying graduates with the competencies required by the industry. However, it also points out areas like ICT troubleshooting and multilingual proficiency where enhancements could make the graduates better suited to the expectations of managers. These findings underline the need for ongoing curriculum review and industrial liaison.

1.7 Based on the findings of the study, the following training and development activities may be proposed to address the identified gaps in the employability attributes of hospitality graduates and their managers' expectations

Table 8: Training and development activities

Training Activity	Objectives	Person Involved	Timeline	Success Indicator
Enhancing Communication Skills	Improve verbal and written communication skills for professional settings and develop customer service communication.	- Trainees: Recent hospitality graduates - Trainers: Communication specialists, TESDA-certified trainers - Manager Representatives: Hospitality managers	- Duration: 1 month (4 sessions, 2 hours each) - Frequency: Weekly	Written and verbal communication test scores Feedback Application Customer Interaction Respondents to report achieving confidence in using communication skills in workplace settings with at least
Problem-Solving and Critical Thinking	- Strengthen problem-solving skills in real-time service challenges. - Teach analytical techniques for hospitality scenarios.	- Trainees: Hospitality graduates - Trainers: Industry experts, TESDA-certified trainers - Manager Representatives: Managers sharing case studies	- Duration: 3 weeks (3 sessions, 3 hours each) - Frequency: Weekly	Case Study Performance Decision-Making Speed Post-Training Surveys Manager Feedback
Teamwork and Collaboration Skills	- Foster teamwork and collaboration. - Highlight roles in diverse hospitality teams.	- Trainees: Hospitality graduates - Trainers: Team-building facilitators, TESDA-certified trainers - Manager Representatives: Departmental leaders	- Duration: 2 weeks (2 sessions, 2.5 hours each) - Frequency: Twice a week	Team Exercise Success Improved Coordination Observation Reports
ICT Skills for Hospitality	- Enhance proficiency in hotel management, POS systems, and MS Office. - Familiarize with reservation software.	- Trainees: Hospitality graduates - Trainers: ICT specialists, software trainers, TESDA-certified trainers - Manager Representatives: Tech-savvy managers	- Duration: 1 month (4 sessions, 2 hours each) - Frequency: Weekly	Software Proficiency Simulated Application User Confidence Trainer Feedback

For training and development activities provides proposed training and development activities that address the identified gaps in employability attributes for hospitality graduates. The activities include specific competencies, such

as communication skills, problem-solving skills, teamwork, and ICT skills. For instance, communication skills involve training in verbal and written communication for professional contexts, and ICT skills involve training on

hospitality-related software. The proposed training programs bridge the gaps in light of the findings of the study. Training on Communication Skills: In conjunction with that score related to multilingual capability, language development, and customer communication strategies are included. This is in tandem with a finding, in which the capability for better language development was found necessary. Problem-Solving Training: Aligned with service-specific challenges and analytical skills, which also coincides with the relatively lower ratings assigned to conflict resolution in the table. Teamwork Training: Cross-departmental collaboration and communication with the findings in the table, in which interdepartmental teamwork received a low rating compared with other teamwork aspects. ICT Skills Training: Focuses on IT troubleshooting and advanced technical skills deficits as highlighted in the table. The modules include property management systems, reservation software, and point-of-sale systems, so the graduate gets adequately armed for the hospitality industry's technological demands. Any training activity specifies clear objectives, the people being trained, and timelines for execution, ensuring that there is a structured approach to skill development. The training activities proposed in this study reflect the underpinning theme of this research-collating graduate competencies with industry expectations. These initiatives focus on key employability attributes to enhance both technical and soft skills involved for success in hospitality, by involving trainers certified by TESDA, a set of standardized training and national competency requirements are covered. Industrially related people-the hospitality manager and the different leaders of the department-elevate the relevance of training in that real situations and experience are inculcated. The schedule and frequency of sessions cater to the learning pace of new graduates, balancing theory, and practice. More importantly, such undertakings resonate with the assertion of Ivanov (2020) and Crane and Kinash (2015) about the need for ongoing training to keep abreast with innovations and teamwork for professionalism in the hospitality industry. These programs address the gaps identified in the study but equip graduates with the adaptability and expertise required in a dynamic, customer-oriented industry.

Conclusions and Recommendations

Based on the findings, the following was concluded:

1. The communication skills and multilingual proficiency the graduates exhibit strong communication skills, particularly in handling complaints and interacting with guests. However, their limited multilingual abilities may hinder their effectiveness in serving diverse, international clientele. This finding implies that institutions and industry stakeholders must prioritize language training programs to prepare graduates for the global nature of the hospitality industry.
2. The problem-solving skills and conflict resolution for graduates are very competent at handling stressful situations and solving problems when things get busy, the resolving of conflicts is less well developed. This lack directly affects workplace harmony and guest satisfaction and would, therefore, best be addressed through training that focuses on real scenarios to equip the employees with these vital competencies.
3. The teamwork and cross-functional collaboration, the strong teamwork skills are observed among the graduates, particularly in contributing to group

discussions and working within diverse teams. On the other hand, lower ratings in interdepartmental collaboration indicate challenges in negotiating the complex organizational structures of hospitality operations. This underlines the need for cross-functional training that emphasizes interdepartmental communication and coordination

4. The ICT Skills and adaptability to technology, the graduates are moderately competent in ICT, performing well in terms of adjusting to new software, but falling short in the troubleshooting of basic IT issues. Within an increasingly technological environment, this gap would clearly point to a requirement for further technical training to increase operational efficiency and minimize service interruptions.
5. The alignment between managerial expectations and graduate skills, the shared perception of employability attributes between graduates and managers indicates that existing academic programs provide a good foundation. However, subtle gaps in specific skills, such as ICT troubleshooting and multilingual proficiency, suggest that academic institutions must refine their curricula to address these emerging industry needs.
6. The significant relationships between demographics and employability attributes, the positive relation that exists between age and communicative skills, similarly the years of experience with their ICT skills, simply goes to point out that in the development of these skills, practical exposure plays a cardinal role. This also provides a clue that such skills may be inculcated as part of the student curriculum by embedding work experience or job placement.

Based on the findings and conclusions of this study, the following are recommended:

1. The academic institutions may introduce language courses in international, widely spoken languages, such as Spanish, Mandarin, and French, in response to the increasingly diversified guest profiles. The hospitality establishments may offer language immersion workshops for employees to improve their conversational proficiency in practical settings. Training modules on conflict resolution may be integrated into hospitality curricula, using real-world scenarios to teach graduates how to mediate disputes effectively. Industry stakeholders may organize workshops focusing on critical thinking and decision-making under pressure to prepare graduates for high stress environments. Each university's human resource officer may suggest specific interventions to deal with risks or potential issues that could make employees dissatisfied with their work.
2. Institutions may adopt cross-functional projects in which students learn to work together from different functional areas, such as housekeeping, front office, and food and beverage, in a simulated environment that reflects real-world hospitality operations. Hospitality managers may promote cross-training programs in order to let employees know how other departments work, which will improve the overall co-ordination and service delivery. TESDA and academe may collaborate in providing special courses or certifications for hospitality technology systems, including PMS, POS systems, and reservation systems. Regular workshop

training on basic troubleshooting skills to enhance technical independence among graduates and employees.

3. Industry leaders may adopt hiring policies that are gender-equitable and promote women into management positions to create a more inclusive and diverse environment. Institutions may provide mentoring programs targeted at helping women have successful careers in hospitality. Hospitality courses may be revised to incorporate more internships, job training, and industry-specific simulations to afford students experience and fast-track the development of key employability attributes. The academic institutions may forge ties with hospitality companies to help knit work experiences into their curriculum seamlessly.
4. Future research may investigate the longer-term career paths of hospitality graduates to determine how their employability attributes change over time. Comparative studies across regions and industries may provide insights into the transferability of skills and the effectiveness of training programs in different hospitality contexts.

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