Career Decision Self-Efficacy among Students of Hospitality and Tourism Management

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Abstract – The main focus of the study was to determine the career decision self-efficacy among college students of hospitality and tourism management. It aimed to present the profile of the respondents in terms of program, year level and sex, assess the career decision self-efficacy among the students, and determine if there is a significant difference on the variable when grouped according to program, year level, and sex. Descriptive method of research was used in gathering, analysing, and interpreting the data with 305 CITHM students as respondents. Results showed that majority of the respondents are taking Tourism Management program, fourth year level and the courses are appealing to mostly females. Moreover, the respondents were much confident with their career decision self-efficacy in selection of their goals, planning, problem solving, occupational information and accurate self-appraisal. The results also showed that Cruise Line Operation in Culinary Arts students have a better career decision self-efficacy and female students have a better career decision as to planning.

Keywords: career decision self-efficacy, accurate self-appraisal, organizational information, goal selection, planning, problem solving,

INTRODUCTION

Career choice is a determining factor in shaping the destiny if one's future. This is the reason why college students are taking hard time in deciding which career will give them, the best future. Furthermore, career decision making is found to be related to the theory of Jung which states that the cognitive aspect of a person is based on their intrinsic and extrinsic perception of which career and profession they are ready to face in the future [1].

Self-efficacy is the ability of a person to believe in his skills to be effective and efficiently perform tasks which are designated to them. This is not only within the social contexts, but also with the career choice any person could do.

Hence, the career decision self-efficacy is the combination of an individual's career choice and self-efficacy or belief of oneself that he or she will be able to achieve the desired career an individual want to pursue in the future.

Career Decision Self-Efficacy is one of the most examined factors in the literatures of career. Social cognitive career, which extended Bandura's social cognitive theory to clarify the elements of different interior and outer career development factors, has currently featured the significance of career self-efficacy. Social Cognitive Career Theory recommends that a wide scope of individual and distal relevant elements adds to an individual's learning experienced that fill in as a reason for creating self-efficacy and result desires. These self-adequacy and result expectations, thus, lead to the generation of interests, objectives, and execution of professional advancement. Furthermore, immediate contextual influences, for example, social support and career boundaries, can also influence the effect of self-efficacy on a person's interests, objectives or goals, and performances [2].

Since hospitality and tourism industry are emerging, the students are influenced with its financial and career growth opportunities. Hence, students must still cope with the aspect of their interest to make positive outcome of their career development. Lyceum of the Philippines University is making progress in enhancing their curriculum to improve the opportunity and facet of hospitality and tourism to students. They even collaborate with the maritime industry to make sufficient course program for hospitality students and make them competent in the seafaring industry. Moreover, the tourism management program is integrated with travel management and events to assure

that students are equipped with sufficient skills and be productive person in the future. Due to these emerging factors that influence the interest and career choice, the students were still confused as to what specific profession they are going to achieve in the future. Since their field is also engaged with other specializations, it widens their expectations that led to a more confusing decision in which specific profession are they going to pursue. With this, their self-efficacy with regard to their career choice is still unpredictable and unreliable due to expectations and change of interest overtime.

Expectations from this study varied upon the researcher's personal experiences and struggle to make decisions of which profession will be stable for them in the future. Due to emerging factors that affect the Career Decision Self-Efficacy of students, making career decision is a lifelong process. It is all about exploring and experiencing the world of work. It is also about understanding abilities, interests, skills, and values and combining these to create a meaningful framework for life.

This study assessed the career decision self-efficacy of the students. This would help the student understand the importance of decision making in choosing the profession and the industry they will enter in the future. Moreover, the College of International Tourism and Hospitality Management (CITHM) would be able to produce programs that could innovate the opportunities brought by the hospitality courses to the students. The study will increase their effectiveness of the University as academic institution in providing quality education through providing new programs and courses that would increase the career choices of the students in the future. The study allowed the researchers to become aware of the importance of career decision self-efficacy and how to use it as guide in choosing their future careers and endeavours. Lastly, the study could be used for future reference in case they wanted to align their study in career decision self-efficacy.

OBJECTIVES OF THE STUDY

This study aimed to assess the career decision self-efficacy among CITHM students of Lyceum of the Philippines University for the SY 2018 – 2019. Specifically, it aimed to present the profile of the respondents in terms of program, year level and sex; assess the career decision self-efficacy among the Hospitality and Tourism Management students in terms of accurate self-appraisal, occupational information, goal selection, planning and problem solving; test the significant difference on the career decision self-efficacy when grouped according to profile variable;

and propose a plan of action based on the results of the study.

METHODS

Research Design

The study used descriptive method to assess the career decision self-efficacy among hospitality and tourism management students of one private university in the Philippines. The descriptive method is defined as a phenomenological way to assess the current condition of a certain situation. This is obviously important in determining how the current situation of group of individuals could affect their physical and psychological aspect in human history (Calderon & Gonzales, 2017).

Participants of the Study

The participants of the study were 305 out of 966 CITHM students who are randomly chosen. The researchers acquired the total number of CITHM students enrolled for the 2nd semester of SY 2018-2019 with an effect size of 0.30 and a power probability of 0.95 using G*Power 3.1.9.

Instrument

The instrument of the study was adapted from Career Decision Making Self-Efficacy Scale of theorists Taylor and Betz (n.d.). The questionnaire is composed of two parts. Part I have questions regarding the profile of the respondents in terms of program and sex. Part II assessed the career decision self-efficacy among the CITHM students in terms of accurate self-appraisal, occupational information, goal selection, planning and problem solving.

To interpret the results, the following scale and verbal interpretation was used wherein 4 is considered the highest and 1 as the lowest.

The given scale was used to interpret the result of the data gathered: 3.50 – 4.00: Complete Confidence; 2.50 – 3.49: Much Confidence; 1.50 – 2.49; Very Little Confidence; 1.00 – 1.49: No Confidence at All

Procedure

The researchers provide a letter address to the dean of the concerned college in one HEI in the Philippines asking permission to conduct the study. After the approval, the researchers acquire the number of students in hospitality and tourism management and seek the help of their statistician to compute for the sample size of the study. Another letter was presented

to the respondents who are randomly chosen and asked their permission to participate in the study. They are guided by the researchers all throughout the data gathering procedure and personally explain the content of the questionnaire. After they are done answering, all questionnaires were retrieved immediately and tallied, interpreted and analysed with the help of the statistician.

Data analysis

To analyse the results, the study used different statistical tools such as Frequency and percentage distribution to present the profile of the respondents in terms of program and gender; weighted mean and ranking was used to assess the career decision self-efficacy among the students in terms of accurate self-appraisal, occupational information, goal selection, planning and problem solving; and analysis of variance (ANOVA) was used to test the significant difference on the career decision self-efficacy when grouped according to profile variable.

Ethical Consideration

To observe highly confidential nature of the survey and the interviews, no particular name was mentioned in the report. The identity of the respondents was not revealed except that they were students. No personal opinion was given by the researchers, only information and result based on the data gathered. The research participants were not subjected to harm in any ways from the results or findings of the study. The study prioritized a high respect of the dignity of research that full consent was obtained from the participant prior to the study.

RESULTS AND DISCUSSION

Table 1. Percentage Distribution of the Respondents' Profile

Profile Variables	f	%
Program		
CLOHS	63	20.70
CLOCA	56	18.40
CAKO	35	11.50
HRA	45	14.80
ITTM	106	34.80
Year Level		
1st year	123	40.30
2nd year	1	.30
4th year	181	59.30
Sex		
Male	119	39.00
Female	186	61.00

Table 1 the percentage distribution of the respondents' profile in terms of program, year level and sex. The result shows that most of the respondents are under International Travel and Tourism Management (ITTM) program with 106 or 34.80 percent, followed by those under Cruise Line Operations in Hotel Services (CLOHS) program with 63 or 20.70 percent and Cruise Line Operations in Culinary Arts (CLOCA) with 56 or 18.40 percent while Hotel and Restaurant Administration (HRA) got 45 or 14.80 percent and the least is Culinary Arts and Kitchen Operations (CAKO) with 35 or 11.50 percent.

The results show that most of the students are taking ITTM program because of its various opportunities can bring to the graduates. As a student take ITTM program, he/she is one step ahead for flight attendant profession which is very much compensated. Also, the program prepares students for travel management which is a new branch of tourism and one of the emerging industries in the country. What is good about this program is that the profession has high compensation without the need to apply abroad compared to other employment in the hospitality and tourism industry.

One of the motivating factors that could affect the decision of students to take tourism program is based on the self-determination theory where the person would use his own personal reasons as basis for decision making. Career in tourism industry is a big opportunity for people to have good future in financial and personal growth. Since most people are not being employed in most industries, students would find a career in a path were they could be hired and compensated with sufficient pay [3]. With regards to their year level, it shows that majority of the respondents are 4th year which got the highest weighted mean of 181 or 59.30 percent followed by 1st year with 123 or 40.30 percent and 2nd year with 1 or .30 percent.

This means that most of the respondents are 4th year college and are preparing themselves to enter the industry they have chosen. In this year level, they are quite sure of their career focus and growth since they have sufficient knowledge and experience in relation to different facet of hospitality/tourism. They already had their internship, trainings and have overview of the industry they are planning to be part of.

According to study [4], when the students have more knowledge and understanding of the industry they choose, they will have more opportunity on which skills they will need to improve to be more competent in the future. Since different industries are continuously

emerging, the profession structures are changing, and students must learn which among the new trends of careers they must focus on. The education and industry are focused on the skills and abilities of new manpower; the requirement is innovating to increase the quality of global market.

The profile sex shows that most of those enrolled in CITHM programs are females which got the higher frequency of 186 or 61.00 percent while male respondents obtained a frequency of 119 or 39.00 percent.

It means that the respondents are mostly females and the hospitality and tourism is appealing to them since it requires service that is considered a passive kind of task. These tasks are focused on how a product is accompanied by service which is given with passion and care that is normally seen in the personality and behaviour of females.

Most of the career that gain interest from women workforce is those submissive types of job roles. This includes the presence of caring and provision of services given by female counterparts. Women intend to enter the profession that is appropriate for them to maintain dignity and quality of productivity [5].

Table 2. Career Decision Self-Efficacy in terms of Accurate Self-Appraisal

Indicators	WM	VI	Rank
1. Define the type of lifestyle you would like to live.	3.06	Much Confidence	1.5
2. Decide what you value most in an occupation.	3.05	Much Confidence	3
3. Accurately assess your abilities.	2.96	Much Confidence	5
4. Persistently work at your major or career goal even when you get frustrated.	2.98	Much Confidence	4
5. Determine what your ideal job would be.	3.06	Much Confidence	1.5
Composite Mean	3.02		

Table 2 presents the assessment on career decision self-efficacy in terms of accurate self-appraisal. The composite mean of 3.02 indicates that the respondents are much confident or have much confidence.

Among the items, "define the type of lifestyle you would like to live", and "determine what your ideal job would be" got the highest weighted mean of 3.06, followed by "decide what you value most in an occupation" with 3.05. All these items were rated as much confidence.

The students were able to determine the type of lifestyle they wanted with much confidence because of being young adult people preparing themselves to be a professional individual. This age group tends to be idealistic and guided by moral standards to perform their professional work in the future. It can also be deciphered that lifestyle and ideal job got the highest rank in their career decision self-efficacy, since the respondents are still in the process of determining what they want based on what they have and what they are. Their lifestyle dictates their how they want to live in the future, hence, they based their decision when it comes to their career with the type of the lifestyle and the ideal job that they want.

Cited in the study of Ginevra et al. [6], the importance of good decision making about the lifestyle that a person wanted to be engaged with is a high-risk factor to have a good and competent professional life. The behaviour of a person is seen with his daily activities and life goals where it impacts even their career growth and networks.

However, the item "persistently work at your major or career goal even when you get frustrated" with 2.98 and the least is "accurately assess your abilities" with lowest mean of 2.96 and rated as much confidence.

These two were ranked the least in the career decision self-efficacy although these were still treated with much confidence. The reason for these could be the current profile/status of the respondents. Since they were still on the preparation stage of their career, they did not consider yet working persistently on their career goals. They were still on the process of preparing themselves on the work that they would face. In addition, the accurate assessment of their abilities was not in their first priority since they have already chosen the field that they wanted to be in and that their ability could not hinder their goal in pushing through what they sought.

People can see their own skills and how it can manipulate the quality of their career growth in the future. There are four sides of personality wherein a person can see what is within himself and other can see what is special about them. Furthermore, there are also things that is not known to the person and even to other but could emerge with the use of stimulant from an external force [7].

Table 3 presents the assessment on career decision self-efficacy in terms of occupational information. The composite mean of 3.03 indicates that the respondents are much confidence.

Table 3. Career Decision Self-Efficacy in terms of Occupational Information

Indicators	WM	VI	Rank
1. Find information about graduate or professional schools.	3.10	Much Confidence	1
2. Talk with a person already employed in the field you are interested in.	3.00	Much Confidence	4.5
3. Find out about the average yearly earnings of people in an occupation.	3.00	Much Confidence	4.5
4. Find out the employment trends for an occupation over the next ten years.	3.03	Much Confidence	3
5. Find information in online/media about occupation you are.	3.05	Much Confidence	2
Composite Mean	**3.03**	**Much Confidence**	

Among the cited items, "find information about graduate or professional schools" got the highest weighted mean of 3.10 followed by "find information in online/media about occupation you are" with 3.05 both rated as much confidence.

The students are much confident in finding information about graduate and professional school because they are interested with higher wisdom. College program may provide the cognitive knowledge about the industry, but wisdom and higher learning is achieved with graduate studies. Also, when it comes to professional information, the respondents who were students focused on the most important field to them and that was the professional school that they were in. It was their prime consideration when it comes to career decision-making since it would be the place which would expose them in the career that they pursued. For the respondents, knowing about the graduate or professional school came first before any other because graduate or professional school could provide ample data about occupational information.

Learning should not stop in school, it should be continuous to make the person more competent and reinforce their knowledge. As part of the career growth is to be advance in the knowledge about creativity and innovation which could be gained when a person returns to school and learn again. Masters and doctorate degree programs can help people achieve higher learning which could make them understand more the concept of productivity and performance [8].

However, the item "find out the employment trends for an occupation over the next ten years" with 3.03 and the least is "talk with a person already employed in the field you are interested in", and "find out about the average yearly earnings of people in an occupation" with lowest weighted mean of 3.00 and rated as much confidence.

Finding out the employment trends for an occupation over the next ten years and the average yearly earnings of people in an occupation and talking with a person already employed in the field you are interested in got the lowest rank even though still treated with much confidence. They were the least because for the respondents doing these things could take too much of their time when focusing on career decision self-efficacy. It is much easier to do those ranked first than looking for trends and earning and talking to those who were employed. In addition to this, those who sought to have career focused more on having them first than computing the earnings.

According to study Sheu and Bordon [9], the students are much confident with their decision of talking to people who are already in the industry and determining the financial opportunity it brings. Most of the influential factors in determining which course program to take is through people who are already successful in the industry. When the students see how such industry could provide occupation and good earnings, they would be motivated to see if their skills could cope with the demand of such industry.

In Table 4, the respondents are much confident that they can identify reasonable alternatives for their career path in case they were unable to achieve their first goal because they knew that they have wide array of skills and interests. Since students are exposed to different areas of competencies, they are being challenged to be part of any areas that is beyond their comfort zone. Some are more effective when there are challenges to be faced rather than being efficient person who would just follow a routine.

As stated in the study of Sheu, Liu and Li [10], intellectual people would prefer to be challenged to be able to test the extent of their intellectual assets. Most of employees become satisfied with their work and task if they knew that they are also learning from it. Extending their skills can make them profitable to self and the company. As psychology says, people are not contented, they seek more and eventually learn more. Intelligent people thus are more likely to form ideas that are creative right from the start, which leaves a room for improvement over time, whereas less intelligent people rather start off with more common,

uncreative ideas. Intelligence hence could be related to an effective suppression of interference from dominant, obvious ideas [11].

Table 4. Career Decision Self-Efficacy in terms of Planning

Indicators	WM	VI	Rank
1. Identify some reasonable major or career alternatives if you are unable to get your first choice.	3.18	Much Confidence	1
2. Figure out what you are and are not ready to sacrifice to achieve your career goals.	3.01	Much Confidence	5
3. Prepare a good resume.	3.15	Much Confidence	2
4. Make a plan of your goals for the next five years.	3.09	Much Confidence	4
5. Successfully manage the job interview process.	3.12	Much Confidence	3
Composite Mean	**3.11**		

However, "make a plan of your goals for the next five years" with weighted mean of 3.09 and the least is "figure out what you are and are not ready to sacrifice to achieve your career goals" with 3.01 and rated as much confidence.

The students are much confident to determine what they could do and can offer to be able to achieve their career goals because they are the only one who could know himself. Apart from what is being seen by others, people have this trait that they are exerting more effort to be more reliable and responsive to the need of industry. They are primarily loyal to the organization they belong to and would behave in a way that could profit the company.

A person would know his strength and weakness and has the ability to learn more to be more skilful. This makes them different from basic animals due to the higher thinking and rationalization where they could explore more knowledge and assessment just to ensure that they could function more efficiently and effectively. They have the idea which are they could limit their skills and explore more [12].

Table 5 presents the assessment on career decision self-efficacy in terms of goal selection. The composite mean of 3.15 indicates that the respondents are much confidence.

Table 5. Career Decision Self-Efficacy in terms of Goal Selection

Indicators	WM	VI	Rank
1. Choose a major or career that will fit your interest.	3.27	Much Confidence	1
2. Choose a career that will fit your preferred lifestyle.	3.11	Much Confidence	3.5
3. Select one occupation from a list of potential occupation you are considering.	3.09	Much Confidence	5
4. Select one major from a list of potential majors you are considering.	3.16	Much Confidence	2
5. Identify employers, forms, institution relevant to your career possibilities.	3.11	Much Confidence	3.5
Composite Mean	**3.15**		

Among the items, "choose a major or career that will fit your interest" got the highest weighted mean of 3.27 followed by "select one major from a list of potential majors you are considering" with weighted mean of 3.16 and rated as much confidence.

The students are able to choose a specialization that will fit their interest because they know that when their occupation and line of work is out of significance to their lives, their satisfaction can lower. Career is lifetime and when a person is not happy with their job roles, there are chances that low productivity will occur. Being idealistic people, students wanted to be part of the industry that would make them enjoy their tasks.

In relation to this, a study conducted by Zaidi and Iqbal [13], the authors explained the reasons why people make bad career choices. It discussed that people selected undesired careers because of various reasons which included their parent's expectations, peer pressure, uninformed decision and poor self-image. The findings of a research on impact of career choice, career satisfaction and job performance showed that the people turn out to be dissatisfied who select a career because of unrealistic goals or under someone's influence. It also explained that people, who choose their career based on their personal choice and interest, feel more satisfied, happy, and ultimately perform better at job. The performance at job of these individuals who were satisfied by their careers will also be good.

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However, "choose a career that will fit your preferred lifestyle", and "identify employers, forms, institution relevant to your career possibilities" got the weighted mean of 3.11 and the least is "select one occupation from a list of potential occupation you are considering" with lowest mean of 3.09 and rated as much confidence.

The respondents are able to select one occupation from the list of potential work with much confidence because they know what they really wanted and were able to correlate it with the tourism and hospitality industry. Since these industries offers wide array of opportunity and services, students were able to determine an identified occupation for them.

Students have already set a goal of which occupation they prefer before they graduate. They are starting to prepare themselves mentally and psychologically before they apply for such job positions. Some would even choose to undergo more extensive training just to prepare themselves in their future endeavours [14].

Table 6 presents the assessment on career decision self-efficacy in terms of problem solving. The composite mean of 3.06 indicates that the respondents are much confidence.

Table 6. Career Decision Self-Efficacy in terms of Problem Solving

Indicators	WM	VI	Rank
1. Change occupation if you are not satisfied with the one you enter.	3.13	Much Confidence	1
2. Change majors if you did not like your first choice.	2.96	Much Confidence	5
3. Determine the steps to take if you are having academic trouble with an aspect of your chosen major.	3.06	Much Confidence	3
4. Determine the steps you need to take to successfully complete your chosen major.	3.10	Much Confidence	2
5. Make a career decision and then not worry about whether it was right or wrong.	3.04	Much Confidence	4
Composite Mean	**3.06**		

Among the items cited, 'change occupation if you are not satisfied with the one you enter" got the highest weighted mean of 3.13 followed by "determine the steps you need to take to successfully complete your chosen major" with 3.10 and "determine the steps to take if you are having academic trouble with an aspect of your chosen major" got the weighted mean of 3.06 and rated as much confidence.

The first in rank was changing occupation if unsatisfied. This could be a reflection of the characteristic of the respondents in which in order for them to be satisfied they could easily give up their occupation. This was also ranked first because the respondents did not feel yet the value of the occupation that they can be in since they were not yet in it.

On the other hand, they have chosen to determine the steps they need to take to successfully complete the chosen specialization and the steps to take if they have academic trouble as the next in rank. Since the respondents were students, they considered looking for steps in solving problems in relation with their studies.

The student's view of career satisfaction is also often a result of successful or unsuccessful fulfilment of a person's career expectations which explains the diverse perceptions of career satisfaction that may lead to job satisfaction or changing of occupation in future [15]. Perceptions of learning, responsibility and engagement change over time while perceptions of satisfaction remain constant. Moreover, some students are hesitant to express their personal interest in their course but try to determine the steps they need to do in order to deal with academic trouble. Students can often succeed by following their own steps of solving the problem [16].

However, the item "makes a career decision and then not worry about whether it was right or wrong" got the weighted mean of 3.04 and the least is 'change majors if you did not like your first choice" with lowest mean of 2.96 and rated as much confidence.

These got the lowest rank although verbally interpreted with much confidence because the respondents might not be triggered with the result of their choice. They might consider their choice as more important whether it could be right or wrong. In addition, changing major if the first choice is not what the respondents liked got the last rank. It is because they saw it unfit for them to change their major since it would also take another effort and time to attain their goal.

Students need to demonstrate positive behavior to attain positive feedback from the industry and the customers. Further, their attitude can enhance their abilities to handle problems and issues that may arise in the workplace and make positive decision making and conduct good problem-solving skills [17].

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Table 7. Difference of Responses on Career Decision Self-Efficacy When Grouped According to Program

	F-value	p-value	Interpretation
Accurate Self-Appraisal	10.531	0.000	Highly Significant
Occupational Information	4.787	0.001	Significant
Planning	7.487	0.000	Significant
Goal Selection	6.167	0.000	Significant
Problem Solving	5.948	0.000	Significant

Legend: Significant at p-value < 0.05

Table 7 presents the comparison of responses on career decision self-efficacy when grouped according to program in which occupational information, planning, goal selection, and problem solving are significant. Meanwhile, accurate self-appraisal is highly significant according to program. It was observed that there was a significant difference since the obtained p-values were less than 0.05 alpha levels. This means that the responses differ significantly.

The result shows that accurate self-appraisal of the respondents was highly influenced by program on how a person is able to identify his own skill and ability, which is related to the career and profession, they are interested in. This means that each program influences the respondents' self-appraisal. Programs differ in its specialization; the wider the field is, the more opportunities are waiting of a person, and the harder it is to decide which specific profession a person is interested in. Moreover, occupational information which helps the students determine what is to be done to be qualified in the kind of employment they wanted to pursue; planning which is a method where they will construct the path towards their goals; goal selection which is the act of selecting the goal a person want to achieve; and problem solving which is the process of finding solution to difficult or complex problems, were also significantly influenced by program. This means that the programs also differ in using these. One of the reasons is that these programs have different considerations with regards to the opportunities each program could give. Based from the post hoc test conducted, it was found out that CLOCA students have a better career decision self-efficacy. CLOCA has a different careers perspective due to its being new in the industry of hospitality. The program has a combination of seafaring and culinary arts where the students has the opportunity to be part of either or both industries.

This is supported by the study [18] where they emphasized the importance of more opportunities given by the college program that the students are taking. Students who are under programs which is part of the emerging industry would allow the students decide which career to take and which job to apply in the future as well as motivation to undergo trainings that is correlated to their industry.

Table 8. Difference of Responses on Career Decision Self-Efficacy When Grouped According to Year level

	F-value	p-value	Interpretation
Accurate Self-Appraisal	3.147	0.044	Not Significant
Occupational Information	1.148	0.319	Not Significant
Planning	2.108	0.123	Not Significant
Goal Selection	1.895	0.152	Not Significant
Problem Solving	0.541	0.583	Not Significant

Legend: Significant at p-value < 0.05

Table 8 shows all computed p-values were greater than 0.05 alpha level, thus the researchers fail to reject the null hypothesis. As seen from the table, all computed p-values were greater than 0.05 alpha level, thus the researchers fail to reject the null hypothesis.

This means that there was no significant difference and implies that the responses do not differ significantly. With this, it was observed that career decision self-efficacy's difference is not significant when grouped according to year level. It could be concluded that whatever year level the respondents were; they would have similar choices. Also, they had no significant difference since the respondents were in the same program/field which was the main focus of the study.

Competency has been one of the emerging concepts of hospitality industry which acquired so much attention for the last decade. The idea of good service was gained due to the interrelationship that exists between the service provider and consumer during transaction. This acquired more satisfaction from the customers during the transaction because they wanted to feel that their presence is being appreciated [19].

Table 9 shows the comparison of responses on career decision self-efficacy when grouped according to sex. It was observed that there was a significant difference on planning since the obtained p-value of 0.006 was less than 0.05 alpha level.

Table 9. Difference of Responses on Career Decision Self-Efficacy When Grouped According to Sex

	t-value	p-value	Interpretation
Accurate Self-Appraisal	1.794	0.074	Not Significant
Occupational Information	1.323	0.187	Not Significant
Planning	2.769	0.006	Significant
Goal Selection	1.845	0.066	Not Significant
Problem Solving	0.527	0.599	Not Significant

Legend: Significant at p-value < 0.05

This means that the responses differ significantly and based from the post hoc test conducted, it was found out that female have a better career decision as to planning. The reason behind this is because women have the patience of making plans before they act. This is one of the traits of women that they wanted to make plan before they make any decisions related to their career. In addition, it can be noted that female planned more efficiently than male. It was because female tended to be more focused compared to male. Nonetheless, when it was about other terms, they were considered to have no significant difference. These meant that male and women were alike when deciding their career.

On the same manner, a study conducted [20], in planning, men plan quicker but women need more time as they tend to organize their thoughts to create a better decision. This results to a correlation between career decision-making self-efficacy and career commitment in which women is higher than men. This may be because women are more focused on planning which results to effective decision.

This becomes one of the market networks of the any business for it will carry new patrons and customers when previous clients are satisfied.

CONCLUSION

Majority of the respondents are taking ITTM program, fourth year level and the courses are appealing to mostly females. The respondents are much confident with their career decision self-efficacy in selection of their goals, planning, problem solving, occupational information and accurate self-appraisal. CLOCA students have a better career decision self-efficacy and female students have a better career decision as to planning. The proposed plan of action may be used to enhance the career decision self-efficacy.

Table 10. Proposed Plan of Action to Enhance the Career Self-Efficacy

Key Result Area Objectives	Strategies	Outcome
Accurate Self-Appraisal		
To allow the students to be able to assess their own abilities.	The students may take Self-Assessment Skills related to different hospitality and tourism industries to be able to determine their strength and weakness before they decide which major ship they should take.	The students are able to determine the extent of their abilities before making choices with the program and career path they wanted to take.
Occupational Information		
To increase awareness of the students about field they are interested in and would know the financial opportunities of the industry.	Benchmarking activities may be done on different industries to observe the kind of field each branch of tourism and hospitality has Seminar from different industry partners may be conducted every year.	The students are aware of the nature of work and the field of specialization as well as the financial opportunities of hospitality and tourism industry.
Planning		
To allow the students know the extent of sacrifices they could do just to attain their career goals.	The Guidance and Counselling of LPU may collaborate with CITHM in conducting career guidance and counselling for the students under hospitality and tourism management program.	The students can make extra effort in achieving their career goals and development.
Goal Selection		
The students will be able to decide which occupation is preferred from wide array of job opportunities of their program.	Student journaling may be done wherein the students will determine which kind of occupation they preferred and determine its pros and cons until they identified which is that best suits them.	The students have a positive decision making when it comes to which occupation, they wanted to be part of.
Problem Solving		
Allow the students to make changes with their major programs.	Competency Skills examination may be done before the students reach their third year in college to evaluate if their major ship is appropriate for their skills.	The students are able to determine if they are prepared or qualified with the major ship they are pursuing.

RECOMMENDATION

The University may include Career Decision Self Efficacy assessment among students who applying for college to provide guidance and counseling about their program choice related to their skills and abilities. The concerned college of Hospitality and Tourism Management may provide programs or orientation about the career decision self-efficacy among their students to determine if their chosen specialization is congruent to their interest and skills. Curriculum committee may provide for the incoming college students before they choose which specialization is appropriate for them. The College may utilize this plan of action as part of students' enhancement of their career decision self-efficacy. It is recommended that a future study may be conducted to further analyzed the career decision self-efficacy of the students using other associating variables like factors influencing their decision to take hospitality or tourism program.

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