# Tracer Study for Bachelor of Science in International Hospitality Management Graduates from 2013 to 2016

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*Abstract – Industry continues to offer employment opportunities, driven by the creation of new hotels and as well as the growing number of tourist arrivals. This study determined the employment status of BS in International Hospitality Management graduates for the year 2013 to 2016. Specifically, it described the data and employment status of the graduates, assess the work-related values to employment, determine the school related factors affecting graduate's employment in terms of curriculum, faculty and instruction, student services, organization and administration and community extension services. The study utilized descriptive method with 1004 graduates as participants. Based on the result, ninety-two percent of the BSIHM graduates are presently employed in a contractual status. They are gainfully working abroad on jobs related to their field of specialization and find their job for more than one month to six months. The skills learned by the graduates that is very useful to their jobs is human relation is the skills. Honesty and love for truth, professional integrity, obedience to superior, love for co-workers and tolerance are the values gained from the university are much related to employment of IHM graduates. The school related factors such as curriculum and instruction (professional courses) is very much relevant while other factors such as organization and administrative, faculty and instruction (general education), community extension and linkages and student services are much relevant to job placement.*

*Keywords: Tracer Study, Hospitality Management*

## INTRODUCTION

Tourism stakeholders underscored the need for the industry to find qualified employees amid the growing number of hotels and tourists. Industry continues to offer employment opportunities, driven by the creation of new hotels and as well as the growing number of tourist arrivals. The accommodation sector is already being challenged by the lack of qualified applicants. This problem is seen to get worse because of the two-year dearth of qualified employees due to K to 12. Availability of jobs is not an issue for the hospitality and tourism sector because the still have problems of filing up the new posts due to the lack of qualified candidates [1].

The issue in the employment of hospitality graduates is the gap between the industry need and the graduates produced by the university. In the recent years, the graduates produced by the university were not equipped with the knowledge and skills required by the hotels, restaurant and cruiseline where the graduates will be employed. Especially in cruiseline, some of the cruise fleet are requiring applicants to enroll or to have training before they can be hired.

Diverse demands and challenges are caused by the rapidly changing world today. Universities are given closer look by the government regarding the production of human resources that will possess knowledge and skills that are needed in the 21st century. The government is also calling the attention of universities to facilitate the shift between knowledge-based economy and high-technology and effective link with research and industry. This will ensure that there will be competitive advantage in the global market. This will prepare young people to enter the labour market [2].

In recent years, graduates' employability strongly relates with higher education developments. This widespread concepts emerge in national and international science, political arenas and media, in particular organisations such as the International Labor

Organization or the Organisation for Economic Cooperation and Development. Even though in this context the concept of employability might be observed as too narrow and limited to graduates' success, which could limit the function of higher education as a direct facilitator of labour market needs [3] This development will help the graduates to be more flexible in their field of work.

One of the factors that determine the effectiveness of academic institution is through its graduate's employment. Producing employable students were equipped with skills and knowledge as quality graduates, as a function of quality instructions enables them to deal with work in their respective [4].

Hospitality career is both demanding and vast. Adapting to change constantly is necessary in every work like placing the needs of the customers guest and the forefront of every decision. Whether they would like to be a cook/chef, waiter, planner or a host, essential skills are necessary to be employable within industry, to have a good hospitality career. These includes good communication skills, formal training, high level of customer service and cultural awareness, the ability to multitask, being flexible and to work well in a team [5].

There are six dimensions of core competencies required by the companies for hospitality graduates, these includes leadership, communication skills, interpersonal skills, hospitality skills, supervisory skills, food and beverage management skills. Hospitality educators and managers with useful insights when planning curriculum for enhancement of the skills and competencies of future leaders are perceived to be more employable [6].

Investing in the quality of education and training improve its relevance to labor market needs. One of the important elements in facilitating the transition of young people to decent work is through education and training programmes that equip young people with the skills required by the labour market [7]. Training, specially to those who are using skills are necessary to the students in order for them to be more competitive when they face the real world of hospitality industry.

In the study of Ylagan [8], 94.6 percent of HRM graduates of 2010 to 2012 from LPU Batangas were employed while in the study of Celis, et al [9] 81.30 percent were employed from the graduates of 2005-2009. Another was study conducted by Ylagan, et al. [10] 91.30 percent were employed from 2001-2005 graduates.

Improvement on the employability of graduates is one action that higher education institutions should take into consideration. Sector-specific work -placements should be included as an integral part of study programmes according to some of the employers. They also said that practical experiences in each program is more important because more beneficial and relevant to their needs. To increase the employability of university graduates, higher education institutions should provide better post - graduate support. This can be achieve by facilitating relations between companies and graduates [11] Having the students exposed to the industry through On-the-Job training or internship will make the students be valuable when they apply for their job.

New employability skills are required from graduates that will enable them to cope with the changing circumstances of the tourism business world. These changes and development includes growing worldwide competition, changing labor market, technological advances and changing demand patterns in tourism. Therefore, key skills must be embedded in their curricula to solve the gap between what the industry need and required and what the educational institutions has to offer. To enhance employability of graduates, diverse skills and competencies are needed to be developed. [12] With the emergence of the outcomes based education, this strategy or education system will bridge the gap between the industry need and the produced graduates of the university.

School related factor as input to job placement of the graduates is an integral part and mission of the academic community to serve the students with quality [13]. Other learning experiences that possibly shape the character of the students in one way or another are the support services provided by the academic institutions. In the way employees do business transactions with the students it can influence their attitude. School related factors have significant to job placement and would give potential contribution to the students in the classroom where teaching and learning process [14].

This research aims to continuously trace the employment level along with the different factors identified which may be contributory to prepare students to be job ready. The university offers relevant curriculum and services in the accomplishment of its mission, it is essential for CITHM to have a regular evaluation of its curriculum and services that can be used as basis for improvement towards a more functional outcomes based curriculum.

## OBJECTIVES OF THE STUDY

This study determined the employability of Bachelor of Science In International Hospitality Management graduates for the year 2013 to 2016. More specifically, it described the data and employment status of the graduates, assess the work-related values to employment, determine the school related factors affecting graduate's employment in terms of curriculum, faculty and instruction, student services, organization and administration and community extension services.

## MATERIALS AND METHODS
### Research Design

Descriptive research was used in gathering the data to trace the graduate's employability. Descriptive research is also called statistical research. The main goal of this type of research is to describe the data and characteristics about what is being studied. The idea behind this type of research is to study frequencies, averages, and other statistical calculations.

### Research Participants

The respondents are the total population comprised of 1004 graduates of BS in International Hospitality Management from 2013 to 2016.

### Research Instrument

The questionnaire was taken from the Research Center which based on CHED mandates of tracing university graduates. This questionnaire was modified to suit the need of the International Hospitality Management (IHM) graduates. Professional courses of IHM were incorporated in the instrument.

### Data Gathering Procedures

The respondents were traced through e-mail , Facebook, text and other mobile telecommunication application. The respondents were 100 percent or 1004 graduates of IHM graduates from 2013-2016.

### Data Analysis

The data collected were classified, tabulated and coded for analysis. Percentage, weighted mean and ranking were statistical tools used to interpret and analyzed the data. Frequency distribution and percentage was used to present the profile and employment information of the IHM graduates. weighted mean and ranking were utilized to analyze the respondents' school and work related values to

know how it contributed to meet the standards demanded by their present jobs.

### Ethical Considerations

To observe highly confidential nature of the survey and the interviews, no particular names was mentioned in the report. The identity of the respondents was not revealed except they are graduates and employer. No personal opinion was be given by the researchers, only information and results based on the data gathered.
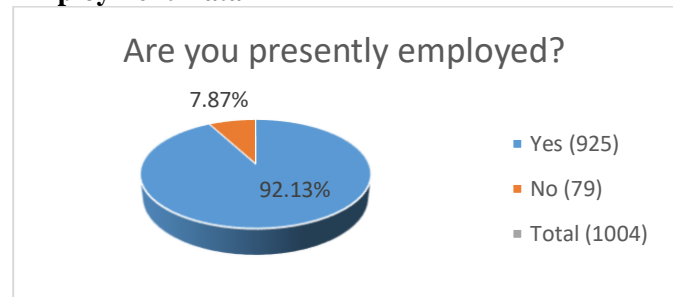
## RESULTS AND DISCUSSION

### Employment Data



*Figure 1. Are you presently employed?*

**Table 1.2.** *How many are presently employed*

| Year Graduated | No. of Graduates | Frequency | % of Employed |
|---|---|---|---|
| 2013 | 295 | 267 | 90.51 |
| 2014 | 255 | 230 | 90.20 |
| 2015 | 222 | 207 | 93.24 |
| 2016 | 232 | 221 | 95.26 |
| Total | 1004 | 925 | 92.13 |

As seen on the table, majority or 92.13 percent of the graduates of BS in International Hospitality Management from 2013 to 2016 are employed while 79 or 7.87 percent are not employed. This is an indication IHM graduates are qualified for the job that the employer are looking for employees.
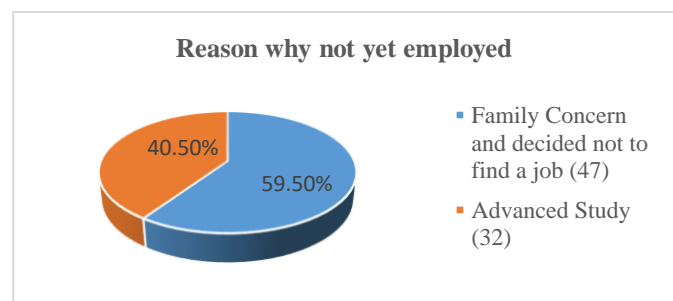


*Figure 2. Reason why not yet employed*

Figure 2 shows that from a total of 79 graduates who are not employed, the reason of 47 or 59.5 percent are family concern and therefore they decided not to find a job to give priority to the needs of their own family while 32 or 40.50% are pursuing advance study of further study.

The hospitality industry is highly competitive dynamic. It consists of a combination from small local businesses to large multinational companies. Therefore, managers who are able to think, lead and innovate is required. The role of higher education is becoming increasingly essential to opening career doors in the industry. Enormous flexibility and international opportunities are being offered in the careers in hospitality [15].
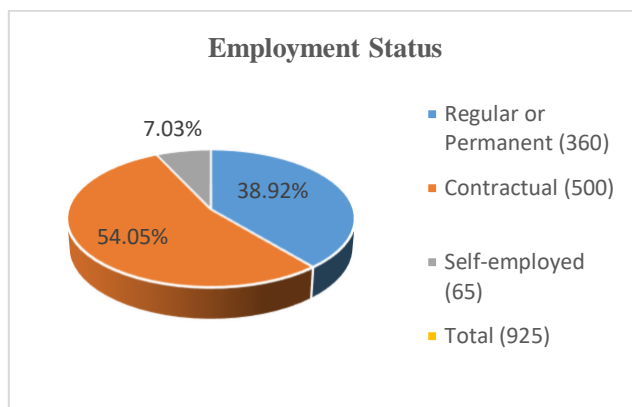
*Figure 3. Employment Status*

As seen on figure 3, majority of the graduates are employed as contractual employee with 500 or 54.05 percent followed by regular or permanent with 360 or 38.92 percent. The least graduates who are self-employed with 65 or 7.03 percent.

Mostly graduates are employed as contractual because of the nature of business in hospitality, its seasonality. During peak season, businesses need more employees. If peak season ends, they need to lessen their staff or end the contract of some employees.
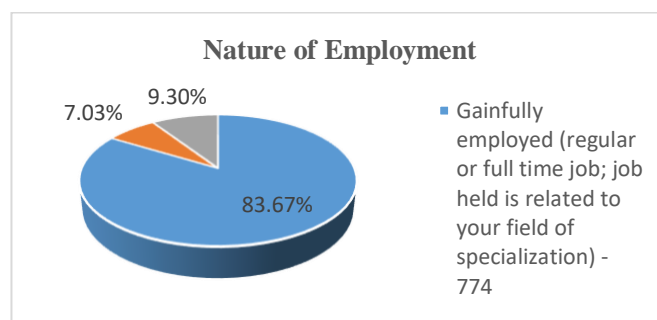
*Figure 4. Nature of Employment*

Figure 4 presents the nature of employment of graduates. As seen on the result, majority or 83.67 percent are gainfully employed on a regular or full time job that is related to the field of hospitality management. There are 86 or 9.30 percent who are underemployed or having a part-time job related to the field of specialization while 65 or 7.03 percent are self employed or working from their own business.
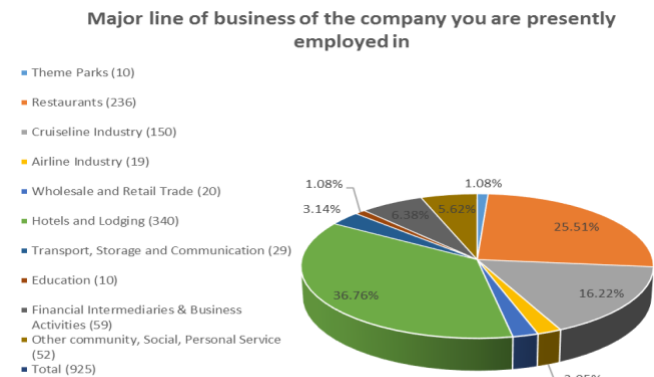
*Figure 5. Major line of business of the company*

As presented in Figure 5, all graduates are having professional job. Three hundred forty or 36.76 percent are employed in hotels and lodging business followed by restaurants with 236 or 25.51 percent. The least number of graduates are working in the educational institution and theme parks with 10 or 1.08 percent. This is a good indication that majority if the graduates are employed in the field related to their specialization like hotels, restaurants, theme parks, airline and cruiseline industry.
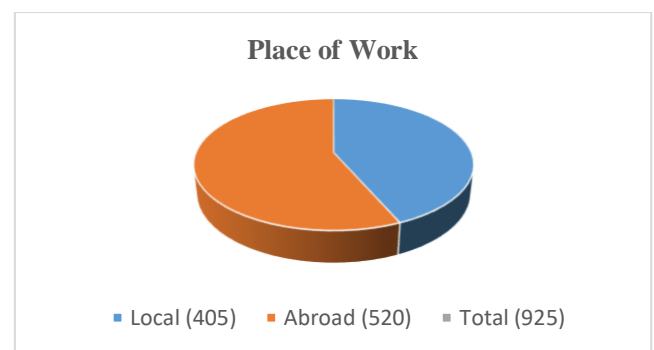
*Figure 6. Place of Work*

In terms of place of work, majority of the graduate are employed abroad with 520 or 169 or 58.28 percent are working locally while 121 or 41.72 are working abroad.

There are lot of work opportunity in hospitality related jobs in other countries like Singapore, Thailand, Australia, Dubai. IHM graduates find it easy to find jobs in these countries because the graduates are competitive with other countries labor force.
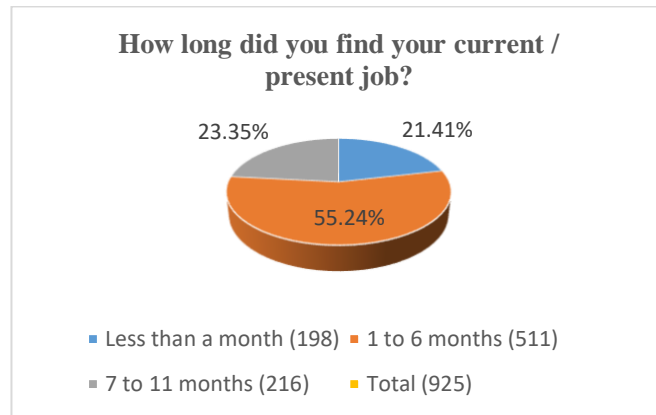


*Figure 7. Length of time in finding job*

As to the length of time the graduates find their job, 511 or 55.24 percent found their job for one month to 6 months while the least number of graduates find their job for less than a month with 198 or 21.41 percent. This is an indicator that graduates of Hospitality Management can be easily employed because they are equipped with knowledge and skills or the competencies needed in the work place.
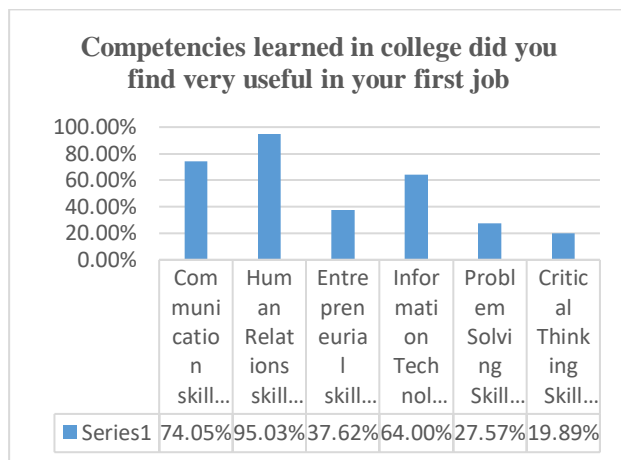


*Figure 8. Competencies Learned*

Based from the result on figure 8, the most useful competency that graduates learned during college is human relation skills (95.03 percent) followed by communication skills with 74.05 percent and information technology skills (64 percent). Critical Thinking skills is considered less useful with 19.89

percent. The result implies that human relation skills is very important most specially in the hospitality business. Human relation skills is important in the work environment specially in dealing with the customers.

Having the ability to get along with co-workers is an important factor that affect workplace success. It is equivalent to being a good team member by showing respects to the right of other person. Currently, workers in the hospitality industry comes from different places in the world, as such working with people in different nationality, lifestyle, culture and ability level is common in the workplace. Showing respect to such differences is a practice of good human relation skills that facilitate acceptance in the culture of the co-workers [16].

**Work-Related Values**

The results show on Table 5 that all work-related values gained in the four year stay of by the graduates during in their four year stay in the university was much relevant in their career having the composite mean of 4.33. Honesty and love for truth (4.78). ranked first followed professional integrity (4.66) and ranked third obedience to superior (4.51), all rated as very much relevant.

**Table 2.** *Work-Related Values Gained*

| Work-related Values | WM | VI | Rank |
|---|---|---|---|
| 1. Love for God | 4.31 | M | 9 |
| 2. Honesty and love for truth | 4.78 | VM | 1 |
| 3. Punctuality | 4.34 | M | 7 |
| 4. Obedience to superior | 4.51 | VM | 3 |
| 5. Perseverance and hard work | 4.09 | M | 15 |
| 6. Creativity and innovativeness | 4.32 | M | 8 |
| 7. Courage | 4.14 | M | 14 |
| 8. Professional Integrity | 4.66 | VM | 2 |
| 9. Love for co-workers and others | 4.50 | VM | 4 |
| 10. Unity | 4.17 | M | 13 |
| 11. Leadership | 4.48 | M | 6 |
| 12. Tolerance | 4.49 | M | 5 |
| 13. Efficiency | 4.18 | M | 12 |
| 14. Supportiveness | 4.30 | M | 10 |
| 15. Perseverance | 4.19 | M | 11 |
| 16. Nationalism | 3.84 | M | 16 |
| **Composite Mean** | **4.33** | **M** | |

*Legend: 4.50 – 5.00 = Very Much (VM); 3.50 – 4.49 = Much (M); 2.50 – 3.49 = little (L); 1.50 – 2.49 = Very Little (VL); 1.00 – 1.49 = Not at All (NA)*

This result implies that values such as honesty and love for truth, was integrated in the curriculum and indicated in the syllabus of the different courses are necessary in the delivery of instruction of the faculty members. Professional integrity, being obedient to

superior and love for co-workers are important values to achieve professional success.

The most important change facing the new demands of education is honesty and love for truth for the performance of citizenship and productive capabilities. It must be present in the professional formation and the real labor market and necessary to the universities graduates and technological institutes and the employers' requirements [17] Love for co-workers and obedience to superior and are necessary in the workplace. These values are common values for Filipino people that can help them to be easy to get along with. Having these values is a manifestation of being a true blooded Filipino

On the other hand, nationalism (3.84), perseverance and hard work (4.09) and courage (4.14) ranked lowest but still it was rated as much relevant. Though these three items, were rank least, in the conduct of work, these values are also necessary to achieve success in their job. Hard work and perseverance is an important weapon for the employees to get the salary and position they are aiming for in the future. Nationalism is also relevant especially if they are working in the foreign country.

## II. School Related Factors to Job Placement

**Table 3.** *Relevance of Curriculum and Instruction (GE) to Job Placement*

| General Education Subjects | WM | VI | Rank |
|---|---|---|---|
| 1. Mathematics | 4.20 | R | 2 |
| 2. Languages | 4.48 | R | 1 |
| 3. Natural Sciences | 3.62 | R | 3 |
| **Composite Mean** | **4.10** | **R** | |

*Legend: 4.50 –5.00 = Very Relevant (VR); 3.50 – 4.49 = Relevant (R);2.50 – 3.49 = Moderately Relevant(MR); 1.50 – 2.49 = Slightly Relevant (SR); 1.00 – 1.49 = Not Relevant (NR)*

Table 3 shows that general education subjects are relevant to job placement as denoted by the composite mean of 4.17. Languages are relevant with the weighted mean of 4.48 followed by Mathematics (4.20). Graduates also considered natural sciences as relevant with the weighted mean of 3.62. Though these ranked lowest but still rated as relevant to their job.

The result implies that even the general education subjects such as languages and mathematics are relevant in the job placement and must be given equal attention similar to professional subjects. Languages are very relevant and important in all jobs, not only in hospitality industry but in all areas including daily life because it is equivalent to communication. Communication is very important in providing

hospitality services specially those working as front liners.

Critical thinking skills and knowledge foundation is cultivated in general education classes which will serve as their tool in their life to become a better person. Requirements in general education courses have many important purposes. It is in the interests of students, employers, colleges and universities, and society at large to keep this important element of a college education [18].

**Table 4.** *Relevance of Curriculum and Instruction (Professional) to Job Placement*

| Professional Subjects | WM | VI | Rank |
|---|---|---|---|
| 1. Principles of Food Production | 4.38 | R | 7 |
| 2. Food and Beverage Service Operations | 4.59 | VR | 1 |
| 3. Beverage Product Operations | 4.30 | R | 9 |
| 4. Housekeeping Operations | 4.50 | VR | 3 |
| 5. Front Office Operations | 4.56 | VR | 2 |
| 6. Computer System for Front Office Operations | 4.48 | R | 4 |
| 7. Tourism Planning and Development | 3.35 | MR | 15 |
| 8. Food and Beverage Control System | 4.32 | R | 8 |
| 9. Restaurant Management and Development | 4.08 | R | 14 |
| 10. Entrepreneurship | 3.25 | MR | 17 |
| 11. Rooms Division and Revenue Management | 3.28 | MR | 16 |
| 12. Events Management | 4.47 | VR | 5 |
| 13. Catering and Banquet | 4.45 | | 6 |
| 14. Research Methods in Hospitality and Tourism | 4.20 | R | 12 |
| 15. Foreign Language 1 – Mandarin | 4.12 | R | 13 |
| 16. Foreign Lang. 2 – French | 4.29 | R | 10 |
| 17. Foreign Lang. 3 – Spanish | 4.25 | R | 11 |
| **Composite Mean** | **4.24** | **R** | |

*Legend: 4.50 –5.00 = Very Relevant (VR); 3.50 – 4.49 = Relevant (R);2.50 – 3.49 = Moderately Relevant(MR); 1.50 – 2.49 = Slightly Relevant (SR); 1.00 – 1.49 = Not Relevant (NR)*

Table 4 presents the relevance of curriculum and instruction in terms of professional courses to job placement. The result shows that professional subjects are relevant to job placement as denoted by the composite mean of 4.24. Food and Beverage Service Operations (4.59) rank first followed by Front Office Operations (4.56) Rank third was Housekeeping Operations (4.50), were rated as very relevant to the graduates. These top 3 courses are being utilized in the

different areas of the hotel wherein hospitality graduates were placed or employed. Having the knowledge and skills in F&B, Front Office and Housekeeping is beneficial to the graduates/job seeker because they can easily do the job after hiring. Lesser training is given to the company to the graduates because they are already equipped with the knowledge and skills needed on their job or position.

The result implies that majority of the professional courses learned by the students are very relevant to their job/placement like Food and Beverages Services skills. This is a basic skills that a graduate of Hospitality Management must possess. Good food and beverage service can be achieved on the time the needs of the customers' are meet and when management has consistent reinforcement and supports their service staff in the maintenance of clearly identified technical standards and service goals. The primary aspect of meal, that enhances the customers' enjoyment and appreciation of it, is when the food and beverage service staff have the confidence in providing professional level of service that is also genuinely welcoming [19].

On the other hand, Tourism Planning and Development (3.35), Rooms Division and Revenue Management (3.28) and Entrepreneurship (3.25) rank the lowest rated as moderately relevant. Entrepreneurship may not be that important to the graduates because they are working as employee. This is useful to those few graduates that are working in their own business.

As seen on the table 5, faculty and instruction was relevant to job placement as denoted by the composite mean of 4.49. Teacher has mastery of the subject matter ranked first (4.56) followed by relating subjects to other fields and other life situation (4.55). Ranked third was the indicator the professor has good communication skills (4.52), rated very relevant.

Having mastery of the subject handled or teach by the professor is very important to the graduates. It is important that teacher or professor has mastery of the subject they teach because will impart what they have to their students. Faculty members are given the opportunity to be trained in the field of specialization. Aside from having the master's degree in the field, they also attend training/ seminars and workshop to become more competent, knowledgeable of their field. If the teacher has mastery on the subject that he/she is teaching this will be transferred to the student and in effect, after graduation and they look for job, they will be easily hired because of the knowledge and skills they gain from the teacher can be applied on their job.

In the control of the curriculum, diverse classroom approaches remain in the hands of the teachers because it depends on the faculty's willingness to incorporate these approaches. However, this decision is an administrative commitment that create awareness in accommodating the needs of students [20].

Professors are conducting accurate and objective perforamnce evaluation of student (4.43) and conducts himself in a dignified and professional manner (4.42) got low mean score but still rated the indicators as relevant.

Having a dignified and professional professor is also important to the eyes of the students. Student are most of the time look up to their professor and wishing in the near future they can be like their professors.

**Table 5.** *Relevance of Faculty and Instruction to Job Placement*

| Faculty and Instruction | WM | VI | Rank |
|---|---|---|---|
| 1. Conducts himself in a dignified and professional manner. | 4.42 | R | 7 |
| 2. Has good communication skills | 4.52 | VR | 3 |
| 3. Teacher has mastery of the subject matter | 4.56 | VR | 1 |
| 4. Makes use of various teaching aids | 4.48 | R | 5 |
| 5. Relates subjects to other fields and other life situation | 4.55 | VR | 2 |
| 6. Conducts accurate and objective evaluation of student performance | 4.43 | R | 6 |
| 7. Quality of instruction is relevant to the course | 4.51 | VR | 4 |
| **Composite Mean** | **4.49** | **R** | |

*Legend: 4.50 –5.00 = Very Relevant (VR); 3.50 – 4.49 = Relevant (R);2.50 – 3.49 = Moderately Relevant(MR); 1.50 – 2.49 = Slightly Relevant (SR); 1.00 – 1.49 = Not Relevant (NR)*

**Table 6.** *Relevance of Student Services to Job Placement*

| Student Services | WM | VI | Rank |
|---|---|---|---|
| 1. Library services | 4.27 | R | 5 |
| 2. Registrar's Office services | 3.75 | R | 7 |
| 3. College Dean's Office services | 4.46 | R | 2 |
| 4. Office of Student Affairs services | 4.18 | R | 6 |
| 5. Health services | 3.59 | R | 9 |
| 6. Counseling and Testing Center | 4.43 | R | 3 |
| 7. Physical Plant and Facilities | 3.74 | R | 8 |
| 8. Laboratories (Computer, Science, Laboratories, etc.) | 4.28 | R | 4 |
| 9. CITHM Laboratories | 4.48 | | 1 |
| **Composite Mean** | **4.13** | **R** | |

*Legend: 4.50 –5.00 = Very Relevant (VR); 3.50 – 4.49 = Relevant (R);2.50 – 3.49 = Moderately Relevant(MR); 1.50 – 2.49 = Slightly Relevant (SR); 1.00 – 1.49 = Not Relevant (NR)*

The results showed in table 6 that student services were relevant to job placement as with the composite mean of 4.13. The CITHM Laboratories (4.48) rank first followed by College Dean's Office services(4.46) and ranked third counseling and testing center (4.43). However, health services (3.59) were rank the lowest followed by physical plant and facilities (3.74), both interpreted as relevant.

Graduates rated the services provided by the CITHM Laboratories as relevant. The Laboratory custodians assist the students in the issuance of ingredients, kitchen tools and other equipment during their class in the kitchen like the Principles of Food Production, Food and Beverage Service Operations and Catering and Banquet. They also assist students in the other areas like Housekeeping. Student services are relevant in their work because with their good experience and observation with the services rendered by these work unit they can somehow use it or apply to their respective job on how to deal with guests. The assistance that they render with the students and professor were useful because students can witness the work done by the assistants and these can also be their job in the beginning of their work if they will be hired in the related jobs in the hotels and restaurants.

The university has valuable insight on how students perceive on the quality of the services offered and their satisfactions with these offerings. This satisfaction is based on a relatively stable person-environment relationship. With this satisfaction of students seems to reflect quite well with the perceived quality differences of offered services and of the wider environment [21].

Table 7 shows that organization and administration was rated as relevant to the job of the graduates as denoted by the composite mean of 4.32.

Graduates rated the role of department heads as very relevant and effective in guiding, training and development of students to improve their performances (4.58). It was followed by school officers and heads include within their spheres of responsibility, all the vital activities of the institution and colleges (4.48), rated as relevant. The administration adherence to its vision-mission and institutional (4.18) ranked lowest followed by the ensuring that training programs for students are adequate and well-organized (4.18), both rated as relevant. The role of the department head was rated as very relevant by the graduates because other than faculty members who teach and train students, department have important contribution in the students learning.

**Table 7.** *Relevance of Organization & Administration to Job Placement*

| Organization and Administration | WM | VI | Rank |
|---|---|---|---|
| 1. The school officers and heads include within their spheres of responsibility, all the vital activities of the institution and colleges | 4.48 | R | 2 |
| 2. The organization and administrative set-up of the institution and colleges are well integrated and function efficiently. | 4.36 | R | 3 |
| 3. Department heads are effective in guiding training and development of students to improve their performances | 4.58 | VR | 1 |
| 4. Department heads possess positive attitude towards work, staff and students | 4.28 | R | 4 |
| 5. The administration ensures that training programs for students are adequate and well-organized | 4.18 | R | 5 |
| 6. The administration adheres to its vision-mission and institutional values. | 4.08 | R | 6 |
| **Composite Mean** | **4.32** | **R** | |

*Legend: 4.50 –5.00 = Very Relevant (VR); 3.50 – 4.49 = Relevant (R);2.50 – 3.49 = Moderately Relevant(MR); 1.50 – 2.49 = Slightly Relevant (SR); 1.00 – 1.49 = Not Relevant (NR)*

Student can witness how the managers and department heads oversee or manage the overall operation each of college to have a right direction to achieve their goals and objectives. This will be like the responsibility of the graduates if they will be become management trainee or manager of the hotels and restaurants and other business related to hospitality.

Achieving effective performance in meeting the goals and objectives that keep the firm competitive and profitable is one of the management function in organizations. Managers must utilize human resources to accomplish their goals in carrying out their responsibilities. They are expected to balance the resources and capability inside the organization with the demands in the external environment to achieve a "strategic" fit to accomplish their goals. Therefore it is in the mind of the faculty and the department to create and improve new course [22].

Based on the result as seen in table 8, community extension services (4.55) is very relevant while research activities (4.35) are relevant on job placement while linkages with other institutions and OJT (3.28) is moderately relevant. This implies that the experience they had in joining the community extension activities had an impact in their life that make it relevant when they are already in the workplace.

**Table 8.** *Relevance of Community Extension, Linkages and Research to Job Placement*

| ComEx, Linkages and Research | WM | VI | Rank |
|---|---|---|---|
| 1. Community Extension services of the college | 4.55 | VR | 1 |
| 2. Linkages with other institutions/OJT | 3.28 | MR | 3 |
| 3. Development of research activities in the college | 4.35 | R | 2 |
| **Composite Mean** | **4.06** | **R** | |

*Legend: 4.50 –5.00 = Very Relevant (VR); 3.50 – 4.49 = Relevant (R);2.50 – 3.49 = Moderately Relevant(MR); 1.50 – 2.49 = Slightly Relevant (SR); 1.00 – 1.49 = Not Relevant (NR)*

Joining the community extension activities provide great experience to the students specially in the program or activities that can help the community or cleaning and improvement of the environment. It gives them the opportunity to help the community and the environment in their own little way. There is a need for community extension program/policy that will develop youth better understand their role in the development process of community. Youth can provide significant contribution to a various activity. Youth can take ownership and become lifelong contributors to local well-being through their active engagement in the program. These factors most directly shaping youth attitudes and involvement in their communities [23].

## CONCLUSION AND RECOMMENDATIONS

Ninety-two percent of the BSIHM graduates are presently employed in a contractual status. They are gainfully working abroad on jobs related to their field of specialization and find their job for more than one month to six months. The skills learned by the graduates that is very useful to their jobs is human relation is the skills. Honesty and love for truth, professional integrity, obedience to superior, love for co-workers and tolerance are the values gained from the university are much related to employment of IHM graduates. The school related factors such as curriculum and instruction (professional courses) is very much relevant while other factors such as organization and administrative, faculty and instruction (general education), community extension and linkages and student services are much relevant to job placement.

The university may create a Facebook group account with its graduates as member of the group to have a continuous link with the graduates. CITHM may increase the tie up with hospitality establishment to have a higher employability rate, and may include other computer system such as Point of Sale System and other related to hospitality industry to enhance the computer skills of the graduates. Future researcher may conduct similar study for graduates of 2017-2018.

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