

# A Tracer Study of Bachelor of Science in Hotel and Restaurant Management Graduates of AIMS Batch 2015–2020

**Ernesto Jastia<sup>1</sup>, Victor Cajala<sup>2</sup>, Jose Rafael Benito<sup>3</sup>**

<sup>1</sup>Faculty Member, Hospitality Management, Asian Institute of Maritime Studies

<sup>2</sup>Dean, Center for Research and Institutional Development, Asian Institute of Maritime Studies

<sup>3</sup>Faculty Member, General Education Department, Asian Institute of Maritime Studies

## Abstract

In the recent findings of the Commission on Higher Education (CHED), “the four-year collegiate programs of Business Administration, Information Technology, Hotel and Restaurant Management and Electronics Engineering indicated a mismatch with the industry requirements (Flores, 2013). Taking this into consideration, CHED further integrated in their “Strategic Plan for 2011 – 2016” some programs, activities, and projects that would address the mismatch while the CHED Strategic Plan for 2017-2022 (2017) aims to produce higher education graduates who are competent and well-rounded global citizens who possess the intrapersonal, interpersonal, social and cognitive competencies and attributes necessary to lead, excel and compete in the 21st century. The above endeavors coincided with the study’s objective to trace the present employment status of Bachelor of Science in Hotel and Restaurant Management (BSHRM) graduates of the Asian Institute of Maritime Studies (AIMS) from school year 2015 to 2020. Descriptive-survey method was used in determining the personal and employment profiles of the HRM graduates, the rate of contribution of the AIMS-BSHRM program, and the concerns and other considerations on their current job. Sixty-two (62) graduates of Bachelor of Science in Hotel and Restaurant Management of Asian Institute of Maritime Studies who graduated from school year 2015 to 2020 have responded to the tracer questionnaire. To analyze the data, frequency count, percentage, and weighted mean were used. Results revealed that majority of the respondents were able to successfully find a job in less than a year. However, because of family concerns, lack of connection, health concerns and even lack of work experience, the HRM graduates landed in a job that is not related to their program of study. Some have decided to put up their own businesses while some decided to work in the BPO industry and have been there for a few years already. Though the respondents are satisfied on their present employment, most of them are still planning to change careers and shift a job related to their program. On the other hand, the top three (3) skills that AIMS helped develop among the graduates are: a) Human Relation Skills (82.26%); b) Communication Skills (74.19%); c) Initiative (53.23%) while the top three values acquired and developed from studying at AIMS are: a) Integrity (82.26%); b) Achievement (77.42%); and c) Respect for Others (75.81%). On the other hand, the competencies/skills they recommend AIMS to develop include: a) Strategy and Innovation (87.10%); b) Teamwork (79.03%); and c) Human Relation Skills (51.61%). Based on the results, it is recommended that the administrators and curriculum developers of the BSHM program of AIMS to revisit the current curriculum and syllabi used in major courses and make sure that there are topics and activities that will help enhance and develop the

students' creativity, strategy and innovation. It also recommended that the HM Department of AIMS continue to organize events that will give students additional knowledge and experience that will enhance their interpersonal and human relation skills.

**Keywords:** Tracer Study, Values, Skills, Bachelor of Science in Hospitality Management, Asian Institute of Maritime Studies

## 1. Introduction

The increasing number of the Philippine population warrants a more strategic plan for the country to provide financial stability and give a decent living for every Filipino family. According to Population Pyramid (2022), the Philippine population as of the year 2022 is 112,508,991. This figure can be an alarming call for the country to sustain every Filipino family of their everyday need. With this increasing figure, Filipinos nowadays are aware that at least one in every Filipino family should earn a degree to land a decent job. This vision of a Filipino family is reflected on a study done by the Asian Development Bank in 2007 (as cited in UNESCO Bangkok, 2012) which revealed that “the Philippines’ population was considered the most highly educated relative to those of India, Indonesia and Thailand based on enrolments in tertiary education.” This finding requires that the Philippine government should provide the proper industry to the graduates, thus, placing them with the right employment, have decent earnings and eventually tend the needs of their respective families. However, work placement at some point becomes an issue these days as the labor market begets a mismatch with the graduates produced by higher education institutions (HEIs) of the country. In recent findings of the Commission on Higher Education (CHED), “the four-year collegiate programs of Business Administration, Information Technology, Hotel and Restaurant Management and Electronics Engineering indicated a mismatch with the industry requirements. Hence, CHED is now closely working with the business sector in reforming the curricula of [these] four major courses to help address job mismatch” (Flores, 2013).

Philippine Business Education (PBE) chairman Ramon Del Rosario stated that “There are a lot of jobs available and there are a lot of graduates, but they are not matched. So, the sooner you improve the match the better for everybody” (Flores, 2013). He further stated that “the four courses were chosen as these comprise 50 percent of the total enrollment in college in the previous years” (Flores, 2013).

Taking into consideration the findings above, CHED has further integrated in their “Strategic Plan for 2011 – 2016” some programs, activities, and projects that would address the mismatch. Specifically, subsection 5.1.1 (Aligning HEI programs with national development goals) of section 5.1 (Rationalization of HEIs and programs) has indicated the “Job Skills Matching Project” stating that: In order to produce highly competent and competitive graduates, HEIs are encouraged to offer programs that are in demand and responsive to the needs of industry, both domestic and international. The job-skills matching project includes: formulation of master plans for priority disciplines; review of curricula to make them fit the needs of industries; establishment of labor market information system (LMIS) to provide up-to-date information on jobs that are in demand and hard to fill, to guide both students and parents in choosing courses; identification of areas of mismatch and implementation of strategies to address such mismatches; massive information dissemination on employment opportunities among students and HEIs; and periodic conduct of graduate tracer studies.

In addition, the CHED Strategic Plan for 2017-2022 (2017) aims to produce higher education graduates who are competent and well-rounded global citizens who possess the intrapersonal, interpersonal, social and cognitive competencies and attributes necessary to lead, excel and compete in the 21st century.

The above plan is a timely endeavor to address specific needs of companies as well as equip students with the required skills and learning adaptive to the changing course of today's industrial landscape.

All the above endeavors coincided with this paper's objective as it attempts to trace the present status of Bachelor of Science in Hotel and Restaurant Management (BSHRM) graduates of the Asian Institute of Maritime Studies (AIMS) from school year 2015 to 2020. Pondering on the previous findings of CHED where BSHRM is one of the collegiate programs that indicated a mismatch with the hospitality industry (Flores, 2013), tracing the institution's BSHRM graduates where their job status and present positions are some of the findings to be revealed on this tracer paper is but a timely plan as this will dictate the soundness of the school's BSHRM program. Such result will also be a good basis to reform the program's curriculum, if any, to help address any existence of a job mismatch.

Since the opening of the BSHRM program in AIMS, no tracer study was done yet by the institution to trace its graduates. Because the school has the Bachelor of Science in Marine Transportation (BSMT) and Bachelor of Science in Marine Engineering (BSME) as its flagship curricula, only these programs have been traced based on the documents available at the Research Office. No less than the President of the institution has made the effort to trace certain batches of BSMT and BSME graduates. With this status, no available data can be presented to identify the strengths and weaknesses of the school's BSHRM program. Hence, no identified gaps or issues can be presented relative to the program's curricula.

In almost all types of tracer studies, basic informational questions are part of the data gathered to establish present profiles of the graduates. However, to elicit information that are specific to the program, questions pertaining to various technical and skills application should be obtained to make the tracer more focus on the program. Hence, it is on this approach where the study will benchmark of. Personal information, employment information, current employment status, and type of jobs expected are the initial data that this study will endeavor to elicit. The questions pertaining to the skills of the respondents are all anchored to the expected graduate attributes of AIMS. The data will be beneficial to understand how the institution had helped them acquire and their employment in the industry. On the other hand, contribution of the graduates' program to their employment will also be measured including its major strengths and weaknesses. Lastly, the graduates' satisfaction and intention to stay on their current job will also be revealed on this study.

## 2. Literature Review

**2.1 The AIMS-BSHRM Program.** The Department of Hotel and Restaurant Management of AIMS started its existence when CHED granted full recognition to offer the BSHRM track last April 23, 2012. However, prior to this grant, AIMS have initially offered a two-year Hotel and Restaurant Associate (HRA) course as a prelude to the BSHRM course. This course offers basic skills training and development for hotel and restaurant works. In the initial years of the course, the institution has produced a number of HRA graduates. However, no efforts have been done to trace the employment of these graduates. According to the former Department Head of BSHRM, some of these graduates have decided to ladder their HRA course into a full BSHRM program from the time the permit to offer the degree course was granted (S. Gabriel, personal communication, September 7, 2016). In the almost four-year existence of BSHRM program in

AIMS, more than a hundred graduates have already been produced. However, just as with the HRA graduates, no traces of their employment have also been done.

The leadership and management of the program was spearheaded by four Department Heads including its present Program Chair, Mr. Ernesto Jastia, also a co-author of this study. Upon his appointment last 2015 as the new Program Chair, he was tasked to continually expand the program's linkages, trainings and exposures for the students to actualize and be challenged with the current condition of the international hospitality industry.

At present, the program is a member of the "The Council of Hotel and Restaurant Educators of the Philippines" and the "Association of Administrators in Hospitality, Hotel and Restaurant Management Educational Institutions." A number of big and reputable companies, where on-the-job trainings of the students are partaking, is one of the biggest affiliations of the program. Some of which are the Astoria Group of Hotels and Resorts, 2-Go Passenger Shipping Company, and the Outbound Education and Internship Inc. as affiliate agency for bringing students to train in hotels and restaurants in the United States. Paramount to this is the strict adherence of the program to the policies and standards set forth by the government which is encompassed under the CHED Memorandum Order No. 30, Series of 2006 for the Bachelor of Science in Hotel and Restaurant Management program.

**2.2 Government's thrust on the Program.** In 2003, tourism is the world's largest industry generating more than 514 billion US dollars in receipts from 697 million tourists and employing hundreds of million people worldwide (CHED CMO-30, 2006). In 2014, the travel and tourism industry is still one of the world's largest industries with a global economic contribution (direct, indirect and induced) of almost 7.6 trillion US dollars where the direct economic impact of the industry, including accommodation, transportation, entertainment and attractions, was approximately 2.36 trillion US dollars ("Statistics and facts on global tourism"). These figures are clear indication that the hospitality and tourism industry is a fast-developing commerce which the country is taking advantage of. Hence, the government, thru CHED, developed an intensified curriculum for tourism and hospitality tracks, including the BSHRM program, to make sure that Filipino people can take part in the large labor market created by tourism and hospitality industry. Specific to the rationale of CHED CMO 30 (2006) is to produce graduates that will not only survive but also thrive in a borderless economy as well as a paradigm shift from supply-driven to market-driven curriculum in terms of content and structure. This thrust became the inspiration of the BSHRM curriculum of AIMS of which the institution believes that having maritime programs as flagship courses, BSHRM will complement in yielding labor forces that co-exist in the sea-going industry as the program's vision is to supply workers who are skillfully equipped to work in the cruise line industry. Hence, this thrust supports the government's view of sustaining the supply of workers to address the impending need of the tourism industry.

**2.3 Trends in BSHRM Employment.** Philippines has been branded as one of the major labor suppliers of the world. For instance, up to this date, the country still holds the record as the number one supplier of seafarers in the world (ILO, 2014). However, not only did the maritime sector of the Philippines lead in the world labor market. The Filipino hotel and restaurant workers and professionals are also a thriving labor export the country has in terms of overseas worker supply. "Export of services in the hotel and restaurant industry takes the form of sending industry workers and professionals to work for establishments belonging to the sector in a foreign land" (Edralin & Castillo, 2001).

According to Edralin and Castillo (2001), in the last five years, hotel and restaurant-related workers and professional deployment averaged more than 6,740 per year. An estimated 75% of all hotel and restaurant professionals deployed during the period were cooks, waiters, bartenders and other related workers. Filipino hotel and restaurant workers and professionals are known for their competence, trainability, and ease in adapting to different environments and are, therefore, in demand in the international market. Most hotel and restaurant related workers and professionals during the five-year period were deployed to United Arab Emirates, Saudi Arabia, Kuwait, Papua New Guinea, Singapore, Malaysia, and the United States. Moreover, large Filipino communities abroad are strong basis for the export of local restaurants and fastfood technology. The presence of Goldilocks, Jollibee, Max, Red Ribbon, and Barrio Fiesta in the US, for example, is a result of demand from Filipino migrants longing for a taste of home.

The findings above prove that Filipino graduates under the hotel and restaurant track have found their way to be a part of the international labor force extending their own niche of skills and abilities that other foreign workers can't match. A further support on this finding is reflected in the tracer study conducted by Herrera and Reyes (2012) where majority of their BSHRM graduates at Manuel S. Enverga University Foundation (MSEUF) work abroad and have claimed that they received higher salary.

**2.4 Basic Skills in HRM Employment.** Just as in other industries where basic skills are part of the requirements to be possibly hired, so does in the hospitality and tourism industry. Skills are actually the basic sets of capabilities a worker has in order to deliver the necessary tasks required for a certain position. For the HRM graduates, their skills in various operational and service-oriented tasks were basically learned and acquired during their tertiary days. The extent to which they learned these skills is dependent on the curricula design, lecture content, instructional methods, and laboratory equipment of the higher educational institution offering this type of learning. Hence, the skills developed from both academic level and job level were important factors to be determined because the BSHRM program basically develops graduates to have the necessary abilities and be at par with other practitioners in the field. The academic or foundational level can be adjudged as the formational phase for students to develop the theoretical knowledge and basic skills in the hospitality industry. Hence, the curricula of respective hospitality programs should be adept in imparting the right and proper learning for students to develop a quality knowledge of their field. According to Tesone and Ricci (2005) and Chathoth and Sharma (2007), Knowledge creation in essence has become the most significant objective of educational programs that are oriented to whet the skills of students in meeting the needs of the [hospitality] industry (as cited in Johanson, Ghiselli, Shea & Roberts, 2010).

Developing skills on the job level was also as important as in the academic level. The importance of skills development while at work was highlighted in the study of Fronda and Villanueva (2015) stating that job mobility enhances diffusion of knowledge, innovation and technology across firms thereby making hospitality workers become more self-directed in obtaining a variety of experiences and knowledge across jobs and where in turn develop their skills set (Frona & Villanueva, 2015).

One skill that can be considered universal is the human relations skill. Having high regards with interpersonal skill is a necessary ability for many important positions and ranks in various industries. This is much more required in the tourism, hospitality and restaurant industries. According to Celis, Festijo, and Cueto (2013), 87% of their HRM graduates at Lyceum of the Philippines-Manila claimed that human relation skills is one of the competencies they learned in college which they find very useful in their first job. This holds true also with the HRM graduates of Lyceum of the Philippines-Batangas where 94.14%



of their graduates found human relation skills as one competency that became very useful in their first job (Ylagan & Felicen, 2014). HRM graduates of Manuel S. Enverga University Foundation have further vouched that human relation skills made a great help in present job (Herrera & Reyes, 2012). Communication skills are also viewed to be one of the abilities a worker in various industries should possess. In the tourism industry, having a multi-lingual tongue can be an advantage in the interpersonal aspect to many foreign tourists who frequents the country. However, having the talent to speak fluently in the English language would definitely make one viable in various tourism-related works as English is considered to be the “universal language.” In whatever capacity, possession of good communication skills will elevate a worker one step higher to its assigned task. In the previous studies cited, it was a unanimous revelation from HRM graduates that communication skills became very useful in their jobs (Celis, Festijo, & Cueto, 2013; Ylagan & Felicen, 2014; Herrera & Reyes, 2012).

However, in today’s changing tourism industry landscape, a special mention on attitude of future hospitality workers was highlighted. According to Andy Townsend, CEO of Legacy Hotels & Resorts, the biggest challenge they are facing at the moment is a cultural fit and the right mind set of the individuals they are hiring at the managerial level (Schwarz, 2016). Hence, Schwarz (2016) argued that “The attitude and mentality of the candidates are paid the most attention - and it’s also what makes finding the right employee so hard.” It is therefore important that higher education institutions should always reinforce the value formation lectures integrated in various courses of the HRM program as these learning molds the graduates to become morally upright citizens. The values gained by the graduates would emanate in their general well-being hence applying them in various endeavors that they will be embarking especially when they commence on their individual employment. A distinct value that came out in the study of Celis, Festijo, and Cueto (2013) is perseverance. Based on their graduates, perseverance is the number one work-related values ( $M=4.44$ ) that contributed in meeting the demands of their present employment. This was followed by love for God ( $M=4.35$ ). However, in the study of Ylagan & Felicen (2014), professional integrity is ranked number one ( $M=4.66$ ) in the work-related values they gained from their school and applied in their present work. This was followed by obedience to superior ( $M=4.51$ ) and love for co-workers ( $M=4.50$ ). This observation on values will complement the study’s effort to trace the institution’s BSHRM graduates of which a measurement on the program’s contribution of their values to their present employment will be determined. Very central to the learning gained by HRM graduates which contributed to the successful conduct of their respective jobs are the general education and technical courses designed under the program’s curriculum. To initially outline, general education is actually a supporting foundation in the holistic learning of every student. According to Jackson (2012), “Grounding oneself in the various general education disciplines develops a strong foundation for lifelong learning. It is essential to put these courses first so the skill sets learned therein may be applied to any major. Most importantly, it is the general education experience that prepares us to make significant contributions to the community, our nation and the world.” True enough, general education molds students to become well-rounded and equipped with right reasoning and judgment. Language as one of the basic general education disciplines in the HRM curriculum was revealed to be a distinct school-related factor in the job placement of students (Ylagan & Felicen, 2014; Celis, Festijo, & Cueto, 2013). This result may not come as a surprise because good communication partnered with know-how in languages beyond English is an asset that students can capitalize especially to those who would like to have a promising career in the hospitality industry. Though this requirement is very paramount in the hospitality industry, yet, many sectors under this industry fail to anticipate its importance. In the study of Villareal and Valdes (2014), it was revealed that 78% of the

tourism-related companies are aware of the importance of multilingualism, however, they are also aware of the scarcity of their personnel's language skills of and at the most they do not have any language strategy in their plan. It is therefore important that a reinforcement on the learning of languages in the tertiary level should be widely practiced. Mathematical ability, on the other hand, was also revealed to be another contributing knowledge in the job performance of HRM graduates (Ylagan & Felicen, 2014; Celis, Festijo, & Cueto, 2013). This result was supported by Roberts and Ineson (2007) who suggested that "to enable all students to achieve a common mathematical background prior to commencing in Hotel, Catering and Institutional Management course is encouraged." Industry-wide, a mathematical ability is actually an important skill to every prospective employee. Technical skills, being the core disciplines that completes an HRM curriculum, are the main abilities that graduates should actually possess as a whole, if not, at least majority of them. In the study of Ylagan and Felicen (2014), it came out that catering/banquet and fastfood management (M=4.63), Mandarin (M=4.62), and front office services (M=4.62) were the top three very relevant technical courses applied by HRM graduates in their jobs. However, in the study of Celis, Festijo, & Cueto (2013), totally different technical skills were revealed. The recreation management and gaming industry (M=3.36), bakery science and cake decorating (M=3.10), and food processing and preservation (M=3.09) are the top three skills believed to be relevant by HRM graduates in their present job placement. The variation in the technical skills applied by the graduates may warrant the fact that the graduate respondents coming from each institution have varied hospitality industry companies which may not be generically the same with each other. Nonetheless, the skills they have outlined in application to their respective jobs were all important ones.

### 3. Methodology

**3.1 Research Design.** Descriptive-survey method was used as research design of the study since it yielded the present personal and current employment profiles of the HRM graduates. Description on the contribution of the HRM program in terms of personal knowledge, skills, and attitude was also determined as well as its relevance to graduates' present job. Lastly, a description on how satisfied the graduates are on their current job was also determined.

**3.2 Population and Samples.** The respondents of the study were 62 graduates of Bachelor of Science in Hotel and Restaurant Management of Asian Institute of Maritime Studies taken from the 165 total graduates from school year 2015 to 2020.

**3.3 Data Gathering Instrument.** The instrument used in gathering data for the study is a modified questionnaire adapted from the tracer studies from Lyceum of the Philippines University-Batangas and La Consolacion University Philippines. Modification was done to ensure the suitability of the variables involved according to the needs and objectives of the study. The instrument has four major parts. The first part determined the demographic profile of the HRM graduates. The second part yielded the rate of contribution of the HRM program while the third part highlighted the relevance of the HRM program to the graduates. The last part described the satisfaction of the graduates on their current job.

List of BSHRM graduates was outsourced from the Alumni Office of AIMS to initially determine their whereabouts. Upon obtaining the list, various means of contacting the graduates was employed based on the available contact details listed in their portfolio such as telephone number, cellular phone number, residential address, email address, social media accounts, and others. As contingency, an online version of

the questionnaire using the “Google Forms” was made to attend to graduates who are distant enough to be reached by the researchers such as those who are now working or living abroad.

**3.4 Statistical Treatment.** To analyze the data of the study, the following statistical tools were used: frequency count, percentage, and weighted mean. Frequency count and percentage will be used mostly to yield data on the demographic profile and satisfaction of the graduates while weighted mean will be utilized to describe the contribution, relevance, strengths and weaknesses of the HRM program. Scale items were applied to describe the degree of conformity of the graduates on the variables that require descriptions. In terms of the contribution and relevance variables, 5 means “Very Much” and 1 means “Not at all.” For the strengths and weaknesses variables, 5 means “Very High” while 1 means “Does not apply.” Since the data gathering instrument will mostly yield factual data, pretest is no longer required to test its reliability. In addition, the parameters presented in the instrument were basic questions usually used in tracer studies, thus, commonality of these variables were widely practiced as basis for gathering tracer data. Hence, the instrument will be readily used upon modification.

#### 4. Results and Discussion

The researchers deployed the survey questionnaire to one hundred sixty-five graduates of Asian Institute of Maritime Studies under the HRM program. These are graduates from 2015 – 2020, and were contacted via Facebook messenger and email. Out of the total population, sixty-two responded and participated in the survey.

##### 1. Demographic profile of the BSHRM graduates.

**Table 1. Distribution of Respondents in terms of Age**

Age	Frequency	Percent
20-25	24	38.71%
26-30	35	56.45%
31-above	3	4.84%
<b>Total</b>	<b>62</b>	<b>100.00%</b>

Table 1 shows the age range of those who participated in the survey. The result shows that majority of them are from 26 – 30 years of age which is 56%; Next are those whose age fall from 20 – 25 which is 39%; and the remaining 5% of the respondents are 31 years old and above.

**Table 2. Distribution of Respondents in terms of Gender**

Gender	Frequency	Percent
Male	29	46.77%
Female	33	53.23%
<b>Total</b>	<b>62</b>	<b>100.00%</b>



Table 2 shows the profile of the respondents in terms of gender. Majority of those who answered the survey are female, whilst 47% are male. This, however, does not mean that majority of those enrolling in the HRM program of AIMS are female.

**Table 3. Distribution of Respondents in terms of Civil Status**

Civil Status	Frequency	Percent
Single	50	80.65%
Married	12	19.35%
<b>Total</b>	<b>62</b>	<b>100.00%</b>

The data in Table 3 shows that majority of the graduates AIMS’ HRM program from 2015 – 2020 are still single at 81%; the rest are married with only 19% in total percentage.

**Table 4. Distribution of the Graduates in terms of Year Graduated from AIMS**

Year	Frequency	Percent
2015	15	24.19%
2016	14	22.58%
2017	14	22.58%
2018	13	20.97%
2019	6	9.68%
<b>Total</b>	<b>62</b>	<b>100.00%</b>

Table 4 presents the profile of the respondents specific to the year when they earned their bachelor’s degree in Hotel and Restaurant Management from Asian Institute of Maritime Studies, Pasay City. Surprisingly, most of the respondents are from the earlier batches: 2015 with the greatest number of respondents with 24.19% and 2019 with the least number of respondents at 9.68%.

**Table 5. Distribution of Respondents in terms of Other Degrees Pursued**

Other Degree	Frequency	Percent
Computer Science	1	1.61%
HRM	1	1.61%
Master in Maritime Admin	1	1.61%
Teaching Unit	1	1.61%
None/NA	17	27.42%
No Answer	41	66.13%
<b>Total</b>	<b>62</b>	<b>100.00%</b>

Table 5 reveals that 27% of the graduates did not pursue another program after earning their Bachelor’s degree in HRM; 2% pursued a master’s degree in Maritime Administration; another 2% said HRM and the remaining 1%, a study in Computer Science. Those who did not write anything and wrote None/NA

may be counted together when analyzed as this means they did not pursue another program of study after earning their bachelor’s degree in HRM. There were 66% who did not answer the in terms of other degrees pursued.

**Table 6. Industry of Employment of the BSHRM Graduates**

<b>Employment</b>	<b>Frequency</b>	<b>Percent</b>
<b>Food Industry</b>	11	17.74%
<b>Business Industry</b>	4	6.45%
<b>Restaurant</b>	9	14.52%
<b>Hotel</b>	2	3.23%
<b>Education</b>	2	3.23%
<b>Chef</b>	2	3.23%
<b>Customer Service</b>	6	9.68%
<b>Seafarer</b>	3	4.84%
<b>Others</b>	10	16.13%
<b>Hospitality</b>	3	4.84%
<b>No answer</b>	10	16.13%

Table 6 presents the nature of employment of the respondents. This provides information on the line of business the respondents are in. Out of the 62 who replied and participated, 42% said that they are either in a different and do not work in a hotel or restaurant. The 42% consists of those who answered Business which is 8%, Education (4%), Customer Service or those working in the BPO (11%), and 19% wrote Others. The remaining 58%, however, said that they belong to the HRM industry. Noticeably, there were ten respondents who clicked “Others” and another ten who chose “No Answer,” a total 32.26% of the survey response in this item. These responses may mean that the respondents belong to a different industry which are not included in the options provided.

**Table 7. Present Occupation/Position of the BSHRM Graduates**

<b>Present Occupation/Position</b>	<b>Frequency</b>	<b>Percent</b>
<b>Supervisor</b>	3	4.84%
<b>Business Owner</b>	3	4.84%
<b>Customer Service Representative</b>	6	9.68%
<b>Food Server/Kitchen/Front Desk</b>	6	9.68%
<b>Receptionist</b>	8	12.90%
<b>Seafarer - Steward</b>	3	4.84%
<b>Server</b>	6	9.68%
<b>Staff</b>	2	3.23%
<b>Waiter</b>	2	3.23%
<b>Admin</b>	2	3.23%
<b>Cook/Chef</b>	4	6.45%

<b>Others</b>	10	16.13%
<b>No Answer</b>	7	11.29%

Tables 7 shows the different positions and occupations of the respondents and how they landed in their current job. Interestingly, most of the respondents answered “Others” with 16.13% and “No Answer” with 11.29%. This may be because of the fact that those who said Others and No Answer are the respondents who are currently unemployed. On the other hand, many of the respondents work as receptionists with 12.90%; others work as food servers, kitchen workers and front desk officers and Customer Service Representatives with 9.68% respectively. Lastly, ten or 16.13% of the respondents answered “Others,” while seven or 11.29% of them chose, “No Answer.” This may mean that the respondents’ present occupation is not included in the list provided.

**Table 8. Manner of BSHRM Graduates’ Landing on their Job**

<b>How did you land your job</b>	<b>Frequency</b>	<b>Percent</b>
<b>Referral</b>	20	32.26%
<b>Luck</b>	6	9.68%
<b>Skillful and competent in maritime work</b>	8	12.90%
<b>Personality and Eagerness to learn</b>	5	8.06%
<b>Backer/Connection</b>	2	3.23%
<b>Hard work and dedication</b>	4	6.45%
<b>No Answer</b>	17	27.42%

Table 8 shows how the respondents landed on their current job. Based on their answers, most of the respondents chose, “Referral,” with 32.26%. Furthermore, many also chose “No Answer” with 27.42% - as most of them are currently unemployed. Noticeably, 12.90% of the respondents said that they were able to land on their current job because of their skills. Seven options were provided to the respondents and seventeen of them or a significant 27.42% clicked “No Answer,” which may mean that their reason for landing in their job is not in the list provided in this item.

**Table 9. Length of Time to Land the First Job**

<b>Length of Time</b>	<b>Frequency</b>	<b>Percent</b>
<b>Less than a month</b>	14	22.58%
<b>1 – 6 months</b>	28	45.16%
<b>7 – 11 months</b>	3	4.84%
<b>1 – 2 years</b>	10	16.13%
<b>No Answer</b>	7	11.29%
<b>Total</b>	62	100.00%

This tracer study also reveals the length of time it took before the respondents found a job after their college graduation. Through this data, as shown in Table 10, the researchers may find out how skillful the respondents are. Majority of the respondents said that it took them 1 – 6 months before getting employed; 23% said it took them less than a month to find a job; 16% said it took them 1 – 2 years; 11% did not write any answer while 5% of the respondents said it took them 7 – 11 months to find a job after college. Significantly, 73% of the graduates were able to find a job in less than a year. This shows how skillful and determined they are as more than half of the total population received employment a few months after college. The 11% who did not provide any answer are respondents who have been unemployed since after their college education. Only seven or 11.29% of the respondents did not provide an answer. This may either mean that their reason for landing in their first job is not in the list provided or, they have never been employed since they earned they Bachelor’s degree from AIMS.

**2. Rate of contribution of the AIMS-BSHRM program to the graduates.**

**Table 10. Skills Acquired from AIMS that are Applied in their Job**

<b>What skills acquired</b>	<b>Frequency*</b>	<b>Percent</b>
<b>Communication</b>	46	74.19%
<b>Initiative</b>	33	53.23%
<b>Stress and Time Management</b>	18	29.03%
<b>Adaptability</b>	24	38.71%
<b>Problem Solving Skills</b>	10	16.13%
<b>Human Relation Skills</b>	51	82.26%
<b>Others</b>	1	1.61%

*Multiple response allowed*

Table 10 shows the different skills relevant to Hotel and Restaurant Management. Respondents were asked to choose which skills they believe AIMS helped develop during their stay in school, and they were able to apply in their work in the industry. Specifically, Table 5 shows that AIMS did great in honing the interpersonal and human relation skills of the respondents with 82.26%. Human relation is the process of training employees, addressing their needs, fostering a workplace culture and resolving conflicts between different employees (Petryni, 2019). As HRM graduates, the respondents had been given adequate training and experience that would really prepare them to a career in the Hospitality Management industry.: Human Relation (82.26%); Communication (74.19%); and Initiative (53.23%). These are skills necessary for members of the workforce; more so to those in the Hospitality Management industry. These skills had definitely aided the respondents in their work considering that most of those who have earned work experiences are in the same line of business – Hospitality Management.

**Table 11. Values AIMS Helped Develop that the Graduates Practiced at Work**

<b>What values AIMS</b>	<b>Frequency*</b>	<b>Percent</b>
<b>Achievement</b>	48	77.42%
<b>Self-discipline</b>	27	43.55%
<b>Integrity</b>	51	82.26%
<b>Industry</b>	8	12.90%

<b>Prudence</b>	5	8.06%
<b>Mastery</b>	45	72.58%
<b>Love for Work</b>	29	46.77%
<b>Self-Respect</b>	28	45.16%
<b>Honesty</b>	23	37.10%
<b>Loyalty</b>	30	48.39%
<b>Service</b>	26	41.94%
<b>Self-control</b>	10	16.13%
<b>Humility</b>	26	41.94%
<b>Courage</b>	20	32.26%
<b>Respect for Others</b>	47	75.81%

*Multiple response allowed*

Table 11, on the other hand, shows the values that AIMS helped develop among the graduates of its HRM program: 2015 – 2020. Majority of the respondents or 82.26% of the total population said that Integrity was one of the values instilled to them by their Alma Mater; being one of AIMS’ core values, it did not fail in teaching its students to always be truthful and honest in the workplace. Achievement comes next with a total response of 77.42%. This means that many of the graduates had been trained to always achieve more and never settle during their stay in the institution. Not so far behind is, Respect for Others with 75.81% which is a key factor for employees to be successful and to stay for a long time in a company. There is another core value of AIMS which got a high rating from the respondents: Mastery with 72.58% and loyalty with 48.39%.

**Table 12. Other Skill/s Recommended by the Respondents to Further Develop AIMS’ BSHRM Curricula**

<b>Other competencies</b>	<b>Frequency*</b>	<b>Percent</b>
<b>Strategy and Innovation</b>	54	87.10%
<b>Empathy and Emotional</b>	21	33.87%
<b>Teamwork</b>	49	79.03%
<b>Stress and Time Management</b>	31	50.00%
<b>Human Relation Skills</b>	32	51.61%
<b>Problem-Solving Skills</b>	15	24.19%
<b>HM Communication Skills</b>	15	24.19%
<b>Others</b>	2	3.23%

*Multiple response allowed*

The skills presented in Table 12 are other skills relevant to the Hospitality Management industry. These are skills recommended by the respondents to be developed by their Alma Mater to better the employability of their graduates. Among the skills that stood up are: Strategy and Innovation which got



the highest percentage at 87.10%. According to Eich (2022), Innovation is important as it is the ability to see what is not there and make things happen. It is a skill that plays a significant role as this will help identify things that may cause problems in the workplace and come up with effective workarounds.

Teamwork with 79.03%; and Human Relation Skills with 51.61%. Very close to that is Stress and Time Management with 50%. Human Relation skills, as shown in Table 5, is the leading skill that is applicable in the Hospitality Management industry. This is strongly supported by Table 6 as the respondents say that the said skill must continuously be developed by the school to increase the employability rate of the graduates.

**3. Concerns and other considerations of the BSHRM graduates on their current job.**

**Table 13. Reasons of the BSHRM Graduates for Staying in their Current Job**

<b>Reason for Staying</b>	<b>Frequency*</b>	<b>Percent</b>
<b>Salaries</b>	38	61.29%
<b>Benefits</b>	38	61.29%
<b>Family Influence</b>	2	3.23%
<b>Career Challenge</b>	23	37.10%
<b>Chances for Promotion</b>	23	37.10%
<b>Good Retirement Plan</b>	6	9.68%
<b>Loyalty</b>	18	29.03%
<b>Can Strengthen My CV for Application</b>	1	1.61%

*Multiple response allowed*

Interestingly, the results in Table 13 show equal percentage to Salaries and Benefits with 61.29% each, as reasons why the respondents stay in their current job. 37.10% said that they are still in their chosen careers because of the challenge they get and for chances of being promoted. This proves that HRM graduates of AIMS landed in careers that are promising as it provides competitive salary and benefits. Moreover, the respondents are indeed equipped with the correct attitude and training from their college education because they take challenges as good and learning experiences which may eventually lead to promotion.

**Table 14. Reasons of BSHRM Graduates for Not Landing a Job Related to HRM**

<b>Reason for not landing</b>	<b>Frequency*</b>	<b>Percent</b>
<b>No job opportunity</b>	1	1.61%
<b>Family concerns</b>	21	33.87%
<b>Health related reasons</b>	11	17.74%
<b>Lack of work experience</b>	11	17.74%
<b>No connection</b>	13	20.97%
<b>Low pay</b>	8	12.90%
<b>Have another work plan</b>	7	11.29%

NA	1	1.61%
----	---	-------

*Multiple response allowed*

There is a significant percentage of respondents in Table 14 who stated through the survey that because of family concerns, they chose to find and stay in a job that is not related to Maritime Education and Training. Working in such industry may entail less time with family because of the nature of the job that requires its employees to go onboard for months and/or years. Majority of the respondents said that they choose to land in a job that is not related to Maritime Education and Training as this means more time with family for them. In addition, 20.97% of the respondents said that they are not in the said industry because of lack of connection. The backer system is still prevalent in the maritime industry for many reasons (Maido, 2021). This prevents many aspiring seafarers from getting a job related to their education. Lack of connection leads them to a career that is far from their trainings and educational background.

**Table 15. Plans of BSHRM Graduates of Getting a Job Related to their Course**

Plans	Frequency*	Percent
Yes	53	85.48%
No	4	6.45%
Not Sure	5	8.06%
<b>Total</b>	<b>62</b>	<b>100.00%</b>

*Multiple response allowed*

Although there is data showing that many of the respondents are working in a field that is not related to HRM, this figure shows that 86% of them are still planning of getting a job related to their course. Many HRM graduates are working as BPO employees, some established businesses and the rest, unemployed. Interestingly, majority still plan on getting a job aligned to their first choice, which is HRM. The nine respondents who clicked “No” and “Not sure” may mean that they are already happy and satisfied in their current job. The remaining fifty-three respondents or a majority of 85.48%, on the other hand are still hopeful and do not seem satisfied in their current roles in their respective industries.

**4. Satisfaction of the BSHRM graduates on their current job.**

**Table 16. Satisfaction of the BSHRM Graduates on their Job**

Statements	Weighted Mean	Verbal Interpretation
My education has prepared me for my current job.	4.07	Agree
AIMS has equipped me with the skills and competencies needed for my work.	3.92	Agree
AIMS has prepared me for other jobs not related to the degree earned.	3.69	Agree
<b>Average Weighted Mean</b>	<b>3.89</b>	<b>Agree</b>

Table 16 shows how AIMS helped and prepared them for their careers. All of the respondents agree that: a) AIMS has prepared them for their current job; b) AIMS has equipped them with skills and competencies needed for their job; and c) AIMS has even prepared them for other jobs not related to the degree they earned.

## 5. Conclusion

The researchers found out that the BSHRM program of AIMS help equip its students with the right knowledge and skills appropriate for a career, both in the hospitality management industry and not. Through its curriculum, students are given sufficient training that will help develop their skills needed in the maritime and hospitality management industry. The school is true with the core values they teach their students as these are the values developed by the graduates of BSHRM program of AIMS (2015 – 2020). Integrity, achievement and respect for others are among the many values instilled to students. However, though, because of family concerns, lack of connection, health concerns and even lack of work experience, the BSHRM graduates of AIMS landed in a job that is not related to their program of study. Some have decided to put up their own business; brought by luck and hard work, they were able to establish and survive even during the pandemic. Some have decided to work in the BPO industry and have been there for a few years already. This shows the adaptability, good communication skills and human relation skills the graduates have developed throughout their stay at AIMS. Most of them though are still planning to go change careers and shift a job related to their program. Considering the current job of the respondents, the researchers conclude that the skills the respondents have acquired and developed in school have been very applicable in the workplace. The skills (Human Relation, Communication, Initiative, Adaptability, Time Management and Problem-solving skills) developed by the respondents are truly relevant and useful. Noticeably, most of the respondents are currently unemployed, while some work in other fields such as the BPO industry. This might have been triggered by the pandemic. The hospitality management industry was one of the many industries hit by the lock down. As a result, employees who were laid off are now either unemployed or are working in a different line of business. Tables 6 and 7 which show the Industry of Job of the BSHRM graduates, and their Present Occupation respectively reveals the respondents' line of business or industry and present occupation are not in the list. It must be kept in mind thought that it is essential that those seeking careers in the hospitality industry to develop a strong business foundation and customer service skills (Rao, 2014). These are skills necessary to provide the needs and demands of clients and customers. According to Ntounis et al. (2022), the tourism and hospitality industries have been particularly impacted by the Covid-19 pandemic, with widespread closures and later re-opening times than other areas of economic activity. Filipinos, being resilient that they are, made their way to work in different and other industries at the height of the pandemic. Indeed, many were affected by the lockdown, but Filipino families, particularly the breadwinners made their way out. Working in other industries, aside from tourism and hospitality management gave them food on their table. The BSHRM graduates of AIMS were also affected, as seen in the data. But many are still hopeful and would still want to go back to their first love which is to work in either hotels or restaurants. According to Hernandez (2021), hotel business is considered a major part of the tourism industry globally, and it is currently within the wing of dynamic advancement and development. This may be one of the reasons why there are many of the respondents are still hoping to go back to the industry. It is also seen as a valid reason for academic institutions to go the extra mile in educating the youth, particularly those enrolled in their BS Tourism and BS HRM / BS HM

programs. Students are the key elements to make the industry successful; and academic institutions play a significant role to make this happen.

## References

1. Celis, M.I.C., Festijo, B. & Cueto, A. (2013). Graduates' employability: A tracer study for Bachelor of Science in Hotel and Restaurant Management. International Journal of Asian Academic Research Associates. Retrieved August 13, 2016, from [https://www.apacchrie2016.com/images/Papers/APacCHRIE\\_2016\\_paper\\_131.pdf](https://www.apacchrie2016.com/images/Papers/APacCHRIE_2016_paper_131.pdf)
2. Castillo, P. & Edralyn D. (2001). An In-depth Study on the Hotel and Restaurant Industry in the Philippines. Journal Article – Philippine Institute for Development Studies, Philippines. Retrieved in 2001, from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.130.4728&rep=rep1&type=pdf>
3. CHED Strategic Plan for 2017-2022. (2017). Retrieved from <https://idoc.pub/documents/ched-strategic-plan-2017-2022-as-of-nov-27-2017-with-tables-34wpp0me5ml7>
4. Commission on Higher Education (CHED) Strategic Plan for 2011-2016. Commission on Higher Education, Higher Education Development Center (HEDC) Building C.P. Garcia Avenue, UP Campus, Diliman, Quezon City. Retrieved August 13, 2016, from <http://www.ched.gov.ph/wp-content/uploads/2014/12/CHED-Strategic-Plan-2011-2016.pdf>
5. Chathoth, P.K. & Sharma, A. (2013). Core Curricular Issues in Hospitality and Tourism Education – Present Structure and Future Directions. May 24, 2013, from [www.tandfonline.com/doi/abs/10.1080/10963758.2007.10696878](http://www.tandfonline.com/doi/abs/10.1080/10963758.2007.10696878)
6. De Castro, G. (2017). Tracer Study of Hotel and Restaurant Management Graduates of One State College in the Philippines from 2014 – 2016. January, 2017, from [file:///C:/Users/rafael/Downloads/Tracer\\_Study\\_of\\_Hotel\\_and\\_Restaurant\\_Man.pdf](file:///C:/Users/rafael/Downloads/Tracer_Study_of_Hotel_and_Restaurant_Man.pdf)
7. Eich, D. (2022). Innovation Skills for the Future: Insights from Research Reports. March 2022, from [www.innovationtraining.org/innovation-skills-for-the-future/](http://www.innovationtraining.org/innovation-skills-for-the-future/)
8. Flores, H.M. (2013, July 4). CHED and PBed address jobs mismatch. Philippine Star. Retrieved August 13, 2016, from <http://www.philstar.com/education-and-home/2013/07/04/961346/ched-and-pbed-address-jobs-mismatch>
9. Fronza, F.P. & Villanueva, F.C.C. (2015). Tracer study of employment of BSHRM graduates of the La Consolacion University of the Philippines from 2012-2013. Journal of Social Sciences & Humanities Research. Retrieved August 13, 2016, from <http://manuscript.advancejournals.org/uploads/022ba167856333c99e7d16a9d617aca9e8e08062593ab8f6249c7b7f6d1b4036/Manuscript/5513.pdf>
10. Hernandez, JZ. (2021). Trends and Issues of Hotel Industry in CALABARZON: Inputs to Tourism and Hospitality Development Planning. Retrieved December 16, 2022 from [www.papers.ssrn.com](http://www.papers.ssrn.com)
11. Herrera, M.D. & Reyes, J.B. (2012). Graduates' employability: A tracer study for Bachelor of Science in Hotel and Restaurant Management. International Journal of Asian Academic Research Associates. Retrieved August 13, 2016, from <http://research.lpubatangas.edu.ph/wp-content/uploads/2014/05/AARJMD-Tracer-Study-HRM.pdf>
12. International Labor Organization. (n.d.) Decent works for seafarers. ILO Country Office for the Philippines, 19th Floor Yuchengco Tower RCBC Plaza 6819 Ayala Avenue Makati City 1200 Philippines. Retrieved August 13, 2016, from [http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms\\_173266.pdf](http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms_173266.pdf)

13. International Labor Organization, (2014). Labor Force Survey, Retrieved October, 2014, from <https://www.ilo.org/surveyLib/index.php/catalog/6785/related-materials>
14. Jackson, B. (2012). Why is general education important? Columbia College Newsletter. Retrieved November 30, 2016, from [www.ccis.edu/nationwide/newsletters/moberlynews-2012-03.pdf](http://www.ccis.edu/nationwide/newsletters/moberlynews-2012-03.pdf)
15. Johanson, M., Ghiselli, R., Shea, L.J. & Roberts, C. (2010). Revealing key competencies of hospitality graduates demanded by industry: A 25-year review. International CHRIE Conference-Refereed Track. Retrieved September 28, 2016, from <http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1429&context=refereed>
16. Maido, M. (2022). The Filipino Backer System in the Maritime Industry: The Privileged Access to Seafaring Jobs. April 28, 2022, from <https://doi.org/10.15388/SocMintVei.2021.1.31>
17. Petryni, M. (2019). The Importance of Human Relation in the Workplace.
18. February 1, 2019, from <https://smallbusiness.chron.com/importance-human-relations-workplace-23061.html>
19. Ntounis, N., Parker C., Skinner, H. (2022). Tourism and Hospitality Industry Resilience During the Covid-19 Pandemic: Evidence from England. Retrieved December 16, 2022 from [www.trandfonline.com](http://www.trandfonline.com)
20. Policies And Standards. (2006). Policies and standards for Bachelor Of Science In Tourism Management (BSTM)/ Bachelor Of Science In Hospitality Management (BSHM) /Bachelor Of Science In Hotel And Restaurant Management (BSHRM) /Bachelor Of Science In Travel Management (BSTRM), No. 30 Series of 2006, <http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.30-s2006.pdf>
21. Population Pyramid (2022). Retrieved from <https://www.populationpyramid.net/philippines/2022>
22. Profiles Understand Your People. (n.d.). How to Effectively Match Employee's Skills Sets With Job Roles. November 15, 2018, from <https://www.profilesasiapacific.com/2018/11/15/skill-job-matching/>
23. Rao, RS (2014). Emerging Trends in Hospitality and Tourism. Retrieved December 15, 2022, from [www.granthaalaya.com](http://www.granthaalaya.com)
24. Ricci, P. & Tesone, D. (2005). Job Competency Expectations for Hospitality and Tourism Employees. Retrieved December 5, 2015, from [www.https://www.researchgate.net/publication/254364394\\_Job\\_Competency\\_Expectations\\_for\\_Hospitality\\_and\\_Tourism\\_Employees](https://www.researchgate.net/publication/254364394_Job_Competency_Expectations_for_Hospitality_and_Tourism_Employees)
25. Roberts, I.F. & Ineson, E.M. (2007). The role of mathematics in hotel, catering, and institutional management HND and FM courses. The Vocational Aspect of Education. Retrieved November 30, 2016 from <http://www.tandfonline.com/doi/abs/10.1080/10408347308001351>
26. Schwarz, L. (2015, September 8). Hospitality sector: A closer look at trends and concerns - What hiring managers should know? Retrieved September 12, 2016, from [http://www.huffingtonpost.com/lisa-schwarz/hospitality-sector-a-clos\\_b\\_8089006.html](http://www.huffingtonpost.com/lisa-schwarz/hospitality-sector-a-clos_b_8089006.html)
27. Statistics and facts on the global tourism industry. Retrieved September 12, 2016, from <https://www.statista.com/topics/962/global-tourism/>
28. UNESCO. (2012). Graduate employability in Asia. Asia and Pacific Regional Bureau for Education. UNESCO Bangkok, Mom Luang Pin Malakul Centenary Building 920 Sukhumvit Road, Prakanong, Klongtoey Bangkok 10110, Thailand. Retrieved August 13, 2016, from <http://unesdoc.unesco.org/images/0021/002157/215706E.pdf>



29. Villareal, J.C. & Valdes, L.P. (2014). Language strategy in the hospitality sector. Retrieved November 30, 2016, from <http://www.languageonthemove.com/language-strategy-in-the-hospitality-sector/>
30. Ylagan, A.P. & Felicen, S.S. (2014). Tracer study for Bachelor of Science in Hotel and Restaurant Management graduates from 2010 to 2012. Retrieved August 13, 2016, from [https://www.apacchrie2016.com/images/Papers/APacCHRIE\\_2016\\_paper\\_131.pdf](https://www.apacchrie2016.com/images/Papers/APacCHRIE_2016_paper_131.pdf).