

Tracer Study Of Bachelor Of Science In Hospitality Management Graduates Of Dhvsu From 2021–2023: An Analysis

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Abstract

This tracer study assessed the employability outcomes of Bachelor of Science in Hospitality Management (BSHM) graduates of Pampanga State University from 2021 to 2023. A descriptive quantitative design was employed, with 458 graduates (60.03% of the total 763 graduates) responding through an online survey. Statistical tools such as frequency counts, percentages, means, and standard deviations were used. Results revealed that 70.31% of graduates were employed, 12.88% were underemployed, 5.02% were self-employed, and 11.79% remained unemployed. Most were employed locally (77.07%), while 11.14% worked abroad. The majority held rank-and-file positions (67.25%), though 9.17% attained supervisory roles and 6.77% reached managerial positions. Income distribution showed that 27.07% earned ₱25,000 and above, while 23.80% earned between ₱20,000–₱24,999. Nearly half (46.07%) secured their first job immediately after graduation. The most common difficulties reported were limited job vacancies (55.02%) and inadequate experience (31.44%). Graduates rated their school-acquired knowledge as very highly useful (52.88%), and very highly developed (47.60%). Applicability of skills was rated to a great extent across all domains, with human relation skills ($M = 4.54$, $SD = 0.69$) and technical skills ($M = 4.51$, $SD = 0.74$) ranking highest. These findings affirm that the BSHM program effectively prepared students for the labor market, while highlighting the need for stronger industry linkages and curricular enhancement.

Keywords: Tracer Study; Employability; Hospitality Management; Graduate Profile; Skills Applicability; Pampanga State University

1. Introduction

Tracer studies are essential tools for evaluating the effectiveness of higher education institutions. They provide evidence about the employment status of graduates, the challenges they face in securing jobs, and the applicability of their academic training in professional settings. Such studies also highlight the strengths and weaknesses of academic programs, offering insights for curriculum development and policy improvement. In the field of hospitality management, where employability is highly dependent on industry demands and global trends, tracer studies are particularly important for ensuring that institutions remain responsive to labor market requirements.

The hospitality and tourism industry is one of the fastest-growing sectors worldwide, contributing significantly to employment and economic development. In the Philippines, this sector employed over 5.35 million people in 2022, showing recovery after the decline caused by the COVID-19 pandemic (Statista Research Department, 2023). The pandemic, however, reshaped labor markets, causing massive layoffs and forcing graduates to compete in a highly challenging environment. As the industry recovers, the employability of hospitality management graduates remains a key measure of academic institutions' effectiveness in producing competent professionals.

Previous studies have emphasized that graduate employability in the global economy is not only a concern of individual students but also a pressing issue for higher education institutions (Misra & Khurana, 2017). Graduate tracer studies (GTS) play a vital role in aligning curricula with employer expectations and in ensuring continuous improvement (Caizares, 2015). For hospitality management graduates, employability skills such as communication, cultural sensitivity, flexibility, and technical expertise are essential in navigating the competitive labor market (Kangan Institute, 2016).

At Pampanga State University, the Bachelor of Science in Hospitality Management (BSHM) program aims to produce graduates who are globally competitive and responsive to the demands of both local and international industries. The institution acknowledges that the true measure of its effectiveness lies in the capacity of its alumni to secure meaningful employment and contribute to society. As the university envisions itself as one of the leading institutions in the ASEAN region, the assessment of graduates' employment outcomes becomes a strategic imperative.

Rationale

The rationale for conducting this study is grounded in the need to examine the employability of hospitality management graduates during the post-pandemic period, a time when the hospitality industry is undergoing major transformations. The findings of this study will provide valuable insights into the extent to which the BSHM program has equipped graduates with the necessary knowledge and skills, and how these competencies are applied in the workplace. Furthermore, it will identify gaps between academic preparation and industry needs, serving as a basis for curriculum enhancement, stronger industry linkages, and improved student support services. Ultimately, this study not only evaluates the job placement and career trajectories of graduates but also supports the university's mission to produce professionals who can thrive in both local and global contexts.

Aim and Research Questions

The primary aim of this study was to determine the employability and job placement outcomes of Bachelor of Science in Hospitality Management (BSHM) graduates of Pampanga State University from 2021 to 2023. The study also sought to assess the challenges faced by graduates in finding employment, the extent of use and development of their school-acquired knowledge, and the applicability of these competencies in their current work.

Specifically, this study sought to answer the following research questions:

1. How may the profile of the graduates be described in terms of:
 - Year graduated
 - Status of employment
 - Place of work
 - Job level position
 - Employment status
 - Gross monthly income
 - Length of time in acquiring the first job
2. What are the common struggles and difficulties experienced by the graduates in securing employment?
3. What are the specific jobs or occupations of the graduates?
4. What is the nature of work of the graduates in their current employment?
5. How may the extent of use of the school-acquired knowledge in Hospitality Management be described?
6. How may the extent of development of the school-acquired knowledge in Hospitality Management be described?
7. How may the applicability of the school-acquired knowledge and skills in the graduates' current employment be described?

Hypotheses

Based on the aims and research questions, the following null and alternative hypotheses were formulated:

H₀₁: There is no significant difference in the employment status of graduates when grouped according to year of graduation.

H₁₁: There is a significant difference in the employment status of graduates when grouped according to year of graduation.

H₀₂: There is no significant relationship between the length of time in acquiring the first job and the employment status of graduates.

H₁₂: There is a significant relationship between the length of time in acquiring the first job and the employment status of graduates.

H₀₃: There is no significant difference in the extent of use, development, and applicability of school-acquired knowledge and skills across different job level positions.

H₁₃: There is a significant difference in the extent of use, development, and applicability of school-acquired knowledge and skills across different job level positions

Conceptual Framework

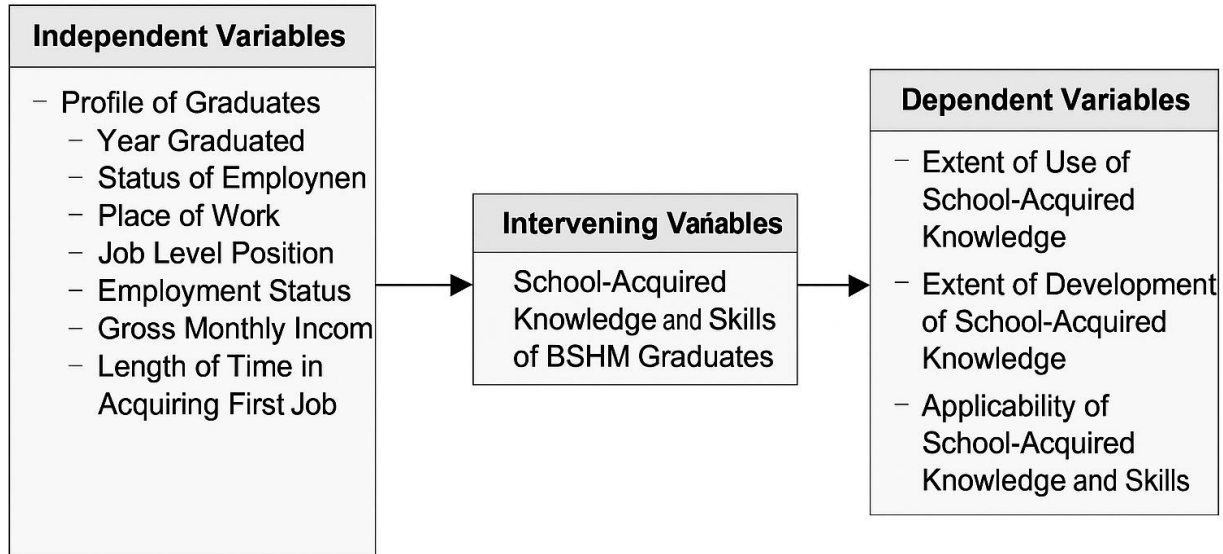


Figure 1. Diagram of Conceptual Framework

Figure 1 presents the conceptual framework of the study, which shows the relationship between the independent, intervening, and dependent variables. The independent variables consist of the graduates' profile, including year graduated, status of employment, place of work, job level position, employment status, gross monthly income, and length of time in acquiring the first job. These serve as baseline indicators of employability outcomes.

At the center of the framework are the intervening variables, represented by the school-acquired knowledge and skills of the hospitality management graduates. These competencies act as mediating elements that influence how the graduates' profiles are connected to their employment outcomes.

The dependent variables include the extent of use, development, and applicability of school-acquired knowledge and skills in the graduates' current employment. These variables reflect the outcomes that measure the relevance and effectiveness of the academic preparation provided by Pampanga State University.

The arrows in the diagram indicate the flow of influence, showing how graduate profiles and experiences interact with acquired knowledge and skills, which in turn affect their employment status, nature of work, and workplace adaptability.

Theoretical Framework

This study is anchored on theories that explain the connection between education, employability, and labor market outcomes. One of the key foundations is Human Capital Theory, which posits that investment in education and training increases an individual's productivity and economic value. In the context of hospitality management, the knowledge and skills acquired during higher education serve as critical assets that enhance graduates' employability and competitiveness in the job market. This theory underscores the importance of curriculum quality, technical training, and industry exposure in shaping career outcomes for graduates.

Another relevant foundation is the Systems Theory of Education. This theory views educational institutions as systems that interact with their environment, where inputs such as students and resources are transformed into

outputs in the form of graduates who enter the labor force. The tracer study operates within this perspective by assessing how the educational system of Pampanga State University transforms student learning into employable outcomes. Through this lens, the employability of graduates is not only a reflection of individual competence but also a measure of institutional effectiveness.

Agency Theory is also applicable in analyzing graduate employability. It highlights the relationship between higher education institutions as agents tasked with preparing students, and the labor market as the principal expecting skilled and competent workers. Misalignments between the expectations of the industry and the competencies of graduates can lead to inefficiencies, underemployment, or unemployment. Tracer studies, therefore, provide evidence for closing these gaps by identifying areas where academic preparation needs to be realigned with employer demands.

Together, these theories provide the basis for understanding the employability outcomes of hospitality management graduates. They guide the analysis of how individual competencies, institutional practices, and labor market conditions interact to shape the graduates' career trajectories.

2. Review of Related Literature

Graduate employability has been framed as a multidimensional construct encompassing knowledge, technical competencies, soft skills, and work readiness shaped through curricular and co-curricular experiences in higher education (Lopes et al., 2020). Systematic reviews of employability and competence development show that universities influence labor-market outcomes through explicit competence frameworks, assessment practices, and partnerships with industry, underscoring the need for continuous curriculum renewal to match changing sectoral demands (Lopes et al., 2020). In hospitality education, where servicescapes are dynamic and customer-facing, employability spans domain knowledge (operations, revenue, food and beverage), transversal skills (communication, teamwork, problem-solving), and digital capabilities that enable graduates to adapt to volatile market conditions (Ngoepe & Wakelin-Theron, 2023).

Tracer studies serve as institutional feedback mechanisms that connect graduate outcomes to program relevance. Recent hospitality-focused tracer work in the Philippines and comparable settings reports high employment absorption but uneven progression by job level and contract type, often moderated by prior experience and work-integrated learning exposure (Santos, 2025; LSPU, 2024). Findings commonly highlight misalignments between what employers value and what curricula emphasize, particularly for higher-order skills such as critical thinking, service innovation, and data-enabled decision-making (Santos, 2025; Ngoepe & Wakelin-Theron, 2023). These studies recommend intensifying industry immersion, strengthening career services, and embedding structured reflection on workplace learning to convert exposure into demonstrable competencies (Ngoepe & Wakelin-Theron, 2023; Lopes et al., 2020).

Macro-level indicators provide important context for interpreting tracer results. Philippine Tourism Satellite Account statistics show tourism-related employment rebounded strongly after the pandemic, reaching 6.21 million jobs in 2023, up from 5.84 million in 2022, with tourism's share of total employment at about 12.9 percent (Philippine Statistics Authority [PSA], 2025; PSA, 2024). Sectoral recovery expands entry-level opportunities in accommodation, food services, and transport, yet competition remains high for supervisory and managerial roles that require advanced interpersonal and analytical skills (PSA, 2024, 2025). Tracer outcomes that report rapid time-to-first-job alongside concentration in rank-and-file roles are consistent with these national trends (Santos, 2025; LSPU, 2024).

Post-COVID scholarship on hospitality graduate skills converges on three clusters: knowledge (operations and service quality), skills (communication, leadership, problem-solving), and attitudes (resilience, adaptability), with

explicit calls to integrate emotional competence and customer-centric mindsets in redesigned curricula (Ismail et al., 2023a; Ismail et al., 2023b). A parallel stream documents employers' heightened expectations for digital literacy and technology adoption in "Hospitality 4.0" ecosystems—property-management systems, analytics dashboards, and contactless service—revealing skill gaps that universities must address through authentic assessment and technology-rich practicum (Moussa et al., 2024). These patterns align with broader education literature that advocates embedding employability goals directly into teaching, learning, and assessment design rather than treating them as ancillary outcomes (Koseda, 2025).

Empirical studies of hospitality graduates increasingly model the mechanisms linking educational experiences to work readiness. Evidence suggests that e-learning readiness and student engagement mediate the relationship between technological skills and employability, implying that digital platforms can cultivate—not merely deliver—industry-valued competencies when intentionally designed (Elshaer et al., 2025). Meanwhile, research on career intentions and cross-industry mobility indicates that hospitality students weigh work conditions, perceived industry reputation, and transferability of skills when planning their trajectories, supporting tracer analyses that track both vertical advancement and lateral moves into adjacent service sectors (Hwang et al., 2024; Yang et al., 2022).

At the program level, systematic reviews and institutional case studies reiterate the importance of robust industry linkages (advisory boards, co-developed syllabi), structured work-integrated learning (internships with explicit learning outcomes and assessment), and scaffolded development of soft skills through simulations and reflective practice (Ngoepe & Wakelin-Theron, 2023; Koseda, 2025). For Philippine hospitality programs, aligning these design features with PSA labor-market signals strengthens the likelihood that graduates not only secure employment quickly but also transition to higher-responsibility roles where analytical, managerial, and human-relations capabilities are critical (PSA, 2024, 2025; Santos, 2025).

In sum, the contemporary literature supports a theory-informed, evidence-based approach to hospitality employability that combines human capital investments (knowledge and technical skill), systems alignment (curriculum–industry coherence), and agency considerations (graduate adaptability and employer expectations). This integrative perspective justifies the present tracer study's focus on job placement, nature of work, and the reported use, development, and applicability of school-acquired knowledge and skills among hospitality management graduates of Pampanga State University.

3. Methodology

This study employed a descriptive quantitative research design. The purpose of using this design was to describe systematically the employment status, job placement, and applicability of school-acquired knowledge and skills among hospitality management graduates. The approach enabled the use of frequencies, percentages, means, and standard deviations to present and interpret the results.

Respondents

The population of the study consisted of 763 graduates of the Bachelor of Science in Hospitality Management (BSHM) from 2021 to 2023. Out of this total, 458 or 60.03 percent were successfully traced and participated in the study. The sampling method employed was convenience sampling due to the difficulty of contacting graduates who were already employed.

Research Instrument

The research instrument was adapted, modified, and standardized from the study of De Castro (2017). It was divided into six parts covering the graduates' profile, struggles and difficulties in job-seeking, specific job or

occupation, nature of work, extent of use and development of school-acquired knowledge, and applicability of skills in their present employment.

Data Gathering Procedure

Data were collected through online platforms, particularly Facebook and Messenger, and responses were recorded using Google Forms. These platforms were chosen because of their accessibility and effectiveness in reaching out to graduates across various locations.

Data Analysis

The responses were classified, tabulated, and coded for statistical analysis. Frequency and percentage distributions were used to describe the demographic and employment profile of the respondents. Rank order distribution was used to identify the most common employment struggles. To evaluate the ratings on the applicability of school-acquired knowledge and skills, mean and standard deviation were computed and interpreted using descriptive categories ranging from “Not at all” to “To a great extent”.

4. Results and Discussion

Research Question 1: How may the profile of the graduates be described?

Table 1. Profile of the Graduates

Category	Frequency	Percentage (%)
Year Graduated		
2021	64	13.97
2022	216	47.16
2023	178	38.86
Status of Employment		
Employed	322	70.31
Underemployed	59	12.88
Self-employed	23	5.02
Unemployed	54	11.79
Place of Work		
Local	353	77.07
International	51	11.14
Unemployed	54	11.79
Job Level Position		
Rank and File	308	67.25
Supervisory	42	9.17
Managerial	31	6.77
Self-employed	23	5.02
Unemployed	54	11.79
Employment Status		
Contractual	88	19.21
Regular	177	38.65
Probationary	115	25.11

Category	Frequency	Percentage (%)
Self-employed	23	5.02
Unemployed	55	12.01
Gross Monthly Income		
Below ₱10,000	9	1.97
₱10,000–₱14,999	67	14.63
₱15,000–₱19,999	94	20.52
₱20,000–₱24,999	109	23.80
₱25,000 and above	124	27.07
Unemployed	55	12.01
Length of Time Acquiring First Job		
Right after graduation	211	46.07
Less than a year	142	31.00
More than a year	105	22.93

The results in Table 1 indicate that most respondents graduated in 2022, accounting for nearly half of the sample. The majority of graduates were employed, and a large proportion worked in local establishments compared to those employed abroad. Job positions were dominated by rank-and-file roles, though a smaller share achieved supervisory and managerial levels. Employment status showed that almost 39 percent held regular positions, while others were contractual or probationary. With regard to income, most respondents earned ₱20,000 and above, with the highest share at ₱25,000 or more. Nearly half of the graduates were able to acquire their first job immediately after graduation, while about one-third did so within a year, and a smaller percentage took more than a year. Overall, Table 1 suggests that the graduates demonstrated strong employability, with most securing work promptly and attaining income levels that are competitive in the hospitality industry.

Research Question 2: What are the common struggles and difficulties experienced by the graduates in securing employment?

Table 2. Common Struggles and Difficulties in Looking for a Job

Struggles and Difficulties	Frequency	Percentage (%)	Rank
Few job vacancies/lack of item	252	55.02	1
Inadequate experience	144	31.44	2
Due to pandemic	87	19.00	3
Passing pre-employment interview	64	13.97	4
Personality factors	55	12.01	5
Passing pre-employment exam	50	10.92	6
Inadequate knowledge or skills	39	8.52	7
Mismatch of educational prep.	31	6.77	8
Not meeting paper requirements	26	5.68	9
Lack of political patronage	15	3.28	10

The findings in Table 2 reveal that the most common difficulty encountered by graduates in securing employment was the limited number of available positions, reported by more than half of the respondents. This was followed by inadequate experience, which was cited by nearly one-third of the participants. Pandemic-related disruptions also ranked high, reflecting the challenges posed by global health and economic conditions during the studied period. Other difficulties, such as pre-employment interviews, personality factors, and entrance exams, were cited

but affected fewer respondents. The least cited struggles included lack of political patronage and not meeting certain paper requirements. Overall, Table 2 shows that structural labor market constraints and lack of prior experience were the dominant barriers that affected the job-seeking process of the graduates.

Research Question 3: What are the specific jobs or occupations of the graduates?

Table 3. Specific Jobs or Occupations of the Graduates

Specific Job or Occupation	Frequency	Percentage (%)
Food Service Attendant	41	8.95
Casino Dealer	37	8.09
Restaurant Supervisor	27	5.90
Line Cook	25	5.46
Chef	23	5.02
Barista	17	3.71
Room Attendant	17	3.71
Fast Food Manager	19	4.15
Fast Food Management Trainee	16	3.49
Front Desk Agent	11	2.40
Restaurant Manager	14	3.06
Customer Service Representative	13	2.84
Kitchen Staff	13	2.84
Business Owner	13	2.84
Other occupations (Admin aide, cashier, tour guide, etc.)	103	22.53
Unemployed	55	12.01
Total	458	100

The results in Table 3 indicate that the majority of graduates pursued careers directly related to the hospitality and food service industry. The most common occupations included food service attendant, casino dealer, restaurant supervisor, line cook, and chef. Other roles such as barista, room attendant, and fast food management trainee also accounted for significant shares. Some graduates took positions outside the core hospitality sector, including clerical jobs, call center work, and online businesses, while a few ventured into entrepreneurship as small business owners. Despite this variety, Table 3 shows that most graduates were able to secure jobs aligned with their training in hospitality management, demonstrating the relevance of the program in preparing them for industry-based employment.

Research Question 4: What is the nature of work of the graduates in their current employment?

Table 4. Nature of Work of the Graduates

Nature of Work/Industry	Frequency	Percentage (%)
Restaurant	64	13.97
Casino	59	12.88
Hotel	54	11.79
Fast-food Establishment	46	10.04
Café	35	7.64
Cruise Line	26	5.68

Nature of Work/Industry	Frequency	Percentage (%)
Travel Agency	23	5.02
Mall Establishments	20	4.37
Call Center/Customer Support	18	3.93
Government Office	15	3.28
Other service-related work	43	9.39
Unemployed	55	12.01
Total	458	100

The results in Table 4 show that the largest share of graduates were employed in restaurants, followed by casinos and hotels. Fast-food establishments and cafés also absorbed a considerable number of graduates. Some graduates were employed in cruise lines and travel agencies, reflecting international and tourism-oriented opportunities. Others worked in malls, call centers, and government offices, indicating diversification into related service sectors. A proportion of graduates remained unemployed. Taken together, Table 4 highlights that most employment opportunities for graduates were concentrated in the core hospitality and tourism industries, consistent with the objectives of the program, while some found alternative pathways in broader service-related fields.

Research Question 5: How may the extent of use of the school-acquired knowledge be described?

Table 5. Extent of Use of School-Acquired Knowledge

Extent of Use	Frequency	Percentage (%)
Very Highly Useful	242	52.88
Highly Useful	120	26.30
Moderately Useful	63	13.77
Slightly Useful	28	6.18
Poorly Useful	4	0.87
Total	458	100

The results in Table 5 reveal that more than half of the respondents rated their school-acquired knowledge as very highly useful, while over one-fourth considered it highly useful. A smaller percentage rated it as moderately or slightly useful, and only a negligible proportion reported it as poorly useful. These findings suggest that the competencies gained from the Bachelor of Science in Hospitality Management program were perceived as highly relevant and applicable to the graduates' current employment. Overall, Table 5 confirms that the academic preparation provided by Pampanga State University has effectively supported the employability and job performance of its graduates.

Research Question 6: How may the extent of development of the school-acquired knowledge be described?

Table 6. Extent of Development of School-Acquired Knowledge

Extent of Development	Frequency	Percentage (%)
Very Highly Developed	218	47.60
Highly Developed	151	32.97
Moderately Developed	65	14.19
Slightly Developed	19	4.15
Poorly Developed	5	1.09
Total	458	100

The results in Table 6 indicate that nearly half of the graduates considered their knowledge to be very highly developed, while one-third rated it as highly developed. Smaller proportions reported their knowledge as moderately or slightly developed, and only a few described it as poorly developed. These results suggest that the program was largely effective in enhancing the graduates' competencies, equipping them with the necessary skills to perform well in the hospitality industry. Table 6 therefore reinforces the strong role of academic training in fostering professional growth and industry readiness among hospitality management graduates.

Research Question 7: How may the applicability of the school-acquired knowledge and skills be described?

Table 7. Applicability of School-Acquired Knowledge and Skills

Skills and Competencies	Mean	SD	Verbal Interpretation
Human Relation Skills	4.54	0.69	To a great extent
Knowledge and Technical Skills	4.51	0.74	To a great extent
Problem-Solving and Critical Thinking Skills	4.49	0.69	To a great extent
Communication Skills	4.46	0.72	To a great extent
Entrepreneurial Skills	4.33	0.75	To a great extent
Information Technology Skills	4.31	0.78	To a great extent
Leadership Skills	4.29	0.71	To a great extent
Research Skills	4.22	0.76	To a great extent

The results in Table 7 demonstrate that graduates perceived all skill areas as applicable to a great extent in their current employment. Human relation skills obtained the highest mean rating, highlighting the importance of interpersonal competence in the hospitality sector. Knowledge and technical skills, as well as problem-solving and critical thinking, also received high ratings, indicating the strong relevance of both technical and analytical competencies. Communication and entrepreneurial skills were likewise valued, reflecting the graduates' need to interact effectively and adapt to industry demands. Information technology and leadership skills also emerged as applicable, aligning with the industry's shift towards digitalization and managerial growth. Research skills, while rated slightly lower, were still regarded as applicable to a great extent. Overall, Table 7 confirms that the program's curriculum provided graduates with a wide range of transferable skills that are consistently applied in professional practice.

5. Conclusion and Recommendations

Conclusion

The findings of the study demonstrated that the Bachelor of Science in Hospitality Management program of Pampanga State University effectively prepared its graduates for employment in the hospitality and service industries. The results showed that most graduates were employed, primarily in local establishments, with a significant number securing jobs immediately after graduation. While many were concentrated in rank-and-file positions, a portion of the respondents advanced to supervisory and managerial roles, and some attained income levels that reflect competitive compensation within the sector.

Despite these positive outcomes, the study also revealed that graduates encountered considerable challenges in entering the workforce. Limited job vacancies and lack of prior experience emerged as the most pressing barriers, with pandemic-related disruptions further intensifying the difficulties. Nevertheless, the majority of the graduates expressed that the knowledge and competencies they had acquired during their academic training were not only useful but also highly developed and applicable in their present occupations.

The results further confirmed that essential skills such as human relations, technical knowledge, problem-solving, and communication were regarded as highly relevant in workplace contexts. This suggests that the program has been successful in equipping graduates with both technical and soft skills required for employability. Overall, the study concludes that while structural labor market issues remain, the academic preparation provided by Pampanga State University has contributed significantly to the employability and workplace adaptability of its hospitality management graduates.

Recommendations

Based on the findings and conclusions, several recommendations are proposed to further strengthen the Bachelor of Science in Hospitality Management program and enhance graduate employability. First, Pampanga State University should continue to reinforce its career support services by organizing regular job fairs, providing pre-employment workshops, and expanding partnerships with local and international hospitality establishments. These initiatives will help bridge the gap between graduates and available job opportunities while addressing difficulties such as limited vacancies and lack of professional experience.

Second, the curriculum should be revisited and enhanced to ensure that it remains aligned with current and emerging industry demands. This includes integrating specialized courses in transportation management, gastronomy, gaming and recreation, and commissary operations, which are highly relevant to the evolving hospitality sector. Exposure to artificial intelligence applications and digital technologies in hospitality should also be considered, as the industry is increasingly shaped by automation and innovation.

Third, the program should expand opportunities for students to gain industry exposure through on-the-job training, internships, technical workshops, and skills competitions. Such activities will not only strengthen practical knowledge but also build confidence, problem-solving abilities, and adaptability, which are highly valued by employers.

Finally, the university should promote stronger collaboration between faculty, students, and industry stakeholders to ensure continuous improvement of teaching practices and graduate outcomes. By fostering an environment of innovation and adaptability, Pampanga State University can further enhance its role in producing globally competitive graduates who can contribute effectively to the growth and sustainability of the hospitality industry.

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