

Perceived Employability Skills for Entry-Level Positions Among Hospitality Management Graduates of Aldersgate College, Inc.

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ABSTRACT

This study examined the perceived employability skills for entry-level positions among Bachelor of Science in Hospitality Management (BSHM) graduates of Aldersgate College, Inc. from academic years 2023 to 2025. Grounded in Human Capital Theory and the CareerEDGE Model of Employability, the research assessed how graduates evaluate their competence in soft and hard skills applied in the industry and developed through college preparation. The study employed a descriptive quantitative research design supported by qualitative responses. A total of 42 BSHM graduates participated as respondents. Data were collected through a validated, researcher-made questionnaire and analyzed using frequency counts, percentages, weighted means, standard deviations, and analysis of variance (ANOVA), with thematic analysis applied to the qualitative responses. Findings revealed that the graduates possessed a Very High level of competence in soft skills and a High level of competence in hard skills necessary for entry-level hospitality positions. Respondents demonstrated strong competencies in teamwork, customer service, professionalism, culinary operations, food and beverage services, and housekeeping operations. Results also showed no significant difference in graduates' perceived employability skills when grouped by employment status. Qualitative findings highlighted strengths of the BSHM curriculum, including hands-on learning, effective practicum experiences, and comprehensive hospitality training. However, the study also identified areas for improvement in communication skills, technological competencies, industry exposure, and opportunities for NC II certifications and practical training. The study concluded that the BSHM program of Aldersgate College, Inc. effectively develops the employability skills necessary for hospitality work through practical and experiential learning. Nevertheless, continuous curriculum enhancement and stronger industry alignment are necessary to further improve graduates' employability and competitiveness in the hospitality industry.

Keywords— customer service; workplace readiness; technical competencies; interpersonal skills; hospitality operations; industry preparedness; curriculum enhancement

INTRODUCTION

The hospitality industry has been one of the fastest-growing sectors worldwide, offering a wide range of job opportunities in hotels, restaurants, tourism, travel, and events. Employees in this field are expected to demonstrate strong communication skills, teamwork, adaptability, and the ability to handle a range of guest situations, along with technical skills and professional attitudes, to succeed in entry-level roles. Schools play a large part in ensuring that students actually graduate with these skills—not only through classroom lectures, but through real, hands-on training.

Aldersgate College, Inc. has continuously developed Hospitality Management graduates who are service-oriented and prepared for industry demands. As the hospitality industry evolves due to technology, changing customer preferences, and global standards, graduates are expected to strengthen their employability skills to remain competitive in entry-level positions (Moussa et al., 2024; Han, 2023).

The Bachelor of Science in Hospitality Management (BSHM) program at Aldersgate College, Inc. aims to equip students with competencies in food and beverage services, front office operations, housekeeping, and event management. However, despite these efforts, there has been limited evaluation of how graduates perceive their own employability skills after completing the program. This gap raises the question of whether the training provided is sufficient to meet actual industry expectations.

In recent years, the hospitality industry has undergone many changes driven by globalization, new technologies, and evolving customer expectations (Jiwani & Singh, 2024). The industry requires personnel who are competent in communication, customer interaction, teamwork, problem-solving, and professionalism (EHL Hospitality Business School, 2025). These competencies are considered essential for individuals entering customer-facing roles (Mhango, Bello, et al., 2024).

This study was therefore conducted to determine the perceived employability skills of Hospitality Management graduates of Aldersgate College, Inc. in relation to entry-level job requirements. The findings are expected to identify strengths and areas for improvement in the program, which could serve as a basis for curriculum enhancement.

This study also aligns with the United Nations Sustainable Development Goals, particularly SDG 4: Quality Education, which focuses on preparing Hospitality Management graduates for their careers, and SDG 8: Decent Work and Economic Growth, which aims to improve graduates' employability in the hospitality sector.

A. Statement of the Problem

Specifically, the study sought to answer the following questions:

- 1) What is the profile of the BSHM graduates in terms of year graduated, employment status, current job position, and NC II certification status?
- 2) What is the perceived level of competence of the graduates in employability skills, in terms of soft skills and hard skills, as applied in the industry and as developed through college preparation?
- 3) Is there a significant difference in the graduates' perceived level of competence in employability skills when they are grouped according to employment status?
- 4) What are the perceived strengths and gaps in the BSHM curriculum, as identified through the graduates' qualitative feedback?
- 5) What enhancement plan may be proposed for the BSHM program based on the findings of the study?

B. Theoretical Framework

This research is anchored on two theoretical foundations: Human Capital Theory and the CareerEDGE Model of Employability.

According to Human Capital Theory (Becker, 1964), training and education are investments that increase an individual's employability and productivity. The theory holds that graduates who acquire adequate training, knowledge, and skills during higher education are more likely to find employment. Applied to this study, the BSHM curriculum equips graduates with the interpersonal and technical expertise needed for entry-level hospitality positions.

The Career EDGE Model of Employability (Dacre Pool & Sewell, 2007) builds on this by providing a structure for those skills, while Becker's theory highlights their value. The model identifies five key components that lead to employability: E — Experience (the OJT/practicum experience); D — Degree Subject Knowledge (food and beverage, housekeeping, event management, and front office skills); G — Generic Skills (soft skills such as communication and teamwork); E — Emotional Intelligence (dealing with guest complaints and high-pressure environments); and Reflection/Evaluation, through which graduates reflect on their training and determine areas for improvement.

C. Research Paradigm

This study utilized the Input–Process–Output (IPO) model presented in Figure 1. The inputs include the graduates' profile, hospitality and generic skills, technical skills and degree subject knowledge, and training experiences. The process covers research development, questionnaire validation, survey distribution, data collection, and statistical analysis. The output is a proposed enhancement plan for the BSHM program focusing on four NC II requirements to be completed before graduating: Cookery, Bread and Pastry Production, Housekeeping, and Food and Beverage Services.

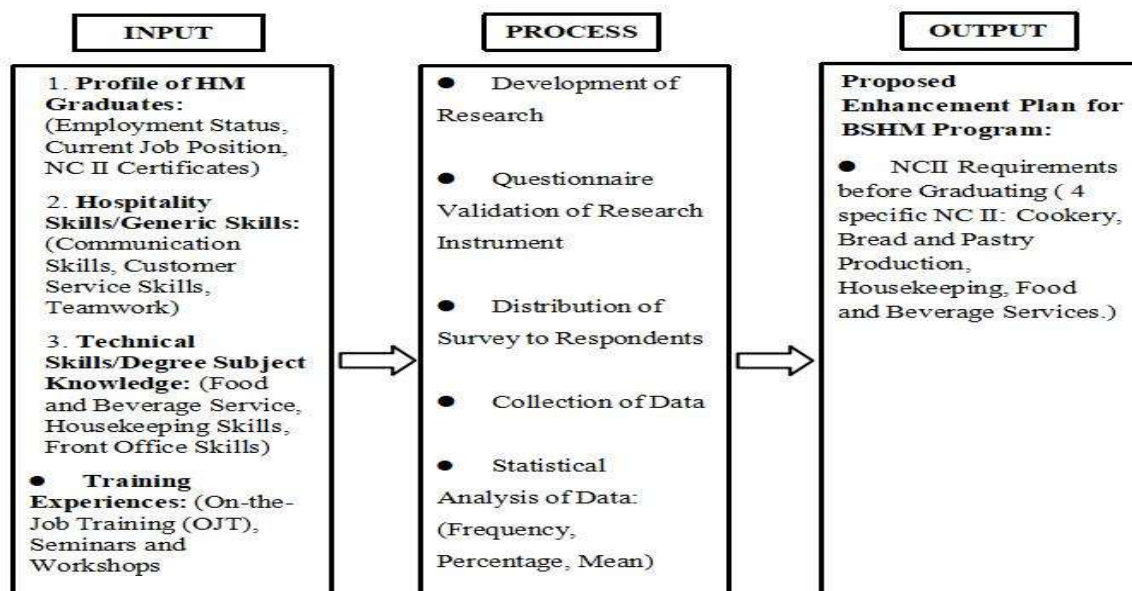


Figure 1. Research paradigm of the study (Input–Process–Output model).

METHODOLOGY

A. Research Design

The study employed a descriptive quantitative research design supported by qualitative responses. Surveys and statistical analyses were used to process the inputs—graduates' profiles, technical and hospitality skills, and training experiences—while thematic analysis was applied to open-ended feedback. The result is a proposed enhancement plan for the BSHM program that focuses on four NC II requirements before graduating: Cookery, Bread and Pastry Production, Housekeeping, and Food and Beverage Services.

B. Research Setting

The research was conducted at Aldersgate College, Inc., located on Burgos St., Barangay Quirino, Solano, Nueva Vizcaya. It is a higher education institution offering a range of academic programs, including the Bachelor of Science in Hospitality Management.

C. Participants

The participants consisted of 42 BSHM graduates of Aldersgate College, Inc. from Academic Years 2023–2025, selected through convenience sampling.

D. Research Instrument

The instrument used in this study was a researcher-made questionnaire designed to determine the perceived employability skills of Hospitality Management graduates of Aldersgate College, Inc. Experts validated the questionnaire to ensure its clarity, relevance, and appropriateness to the study, and revisions were made based on their suggestions before final distribution.

To establish reliability, the instrument was pilot-tested with 30 fourth-year Hospitality Management students who were not included in the main study; the pilot was distributed through Google Forms. The reliability analysis yielded a Cronbach's alpha of 0.831, indicating an acceptable level of internal consistency and appropriateness for use in the study.

The questionnaire was composed of four parts. The first part was the Informed Consent, which explained the purpose of the study and assured respondents of the confidentiality of their answers. The second part was the Graduate Profile, which collected demographic information such as graduation year, current employment status, job position, and NC II certification status. The third part was the Employability Skills Assessment, which used a four-point Likert scale to measure respondents' perceived competence in both soft skills and hard skills. The fourth part was the Qualitative Feedback, which allowed respondents to provide additional insights, experiences, and suggestions regarding the employability skills they gained from the program.

E. Data Gathering Procedure

Data were gathered using the validated researcher-made questionnaire distributed through Google Forms to the identified BSHM graduates. Participation was voluntary, and informed consent was secured before respondents proceeded to the questionnaire proper.

F. Statistical Treatment of Data

The following statistical tools were used to answer the specific problems of the study.

To answer Problem 1, on the profile of the graduates in terms of year graduated, employment status, job position, and NC II certification, frequency count and percentage were used to describe and summarize the respondents' demographic characteristics.

To answer Problem 2, on the perceived level of competence in soft and hard skills, the weighted mean was used to determine the level of perceived competence, while the standard deviation measured the consistency of the respondents' responses. A four-point Likert scale was used to interpret the ratings, as shown in Table 1.

Table 1. Interpretation guide for the four-point Likert scale.

Scale	Mean Range	Verbal Description	Interpretation
4	3.26 – 4.00	Strongly Agree	Very High
3	2.51 – 3.25	Agree	High
2	1.76 – 2.50	Disagree	Low
1	1.00 – 1.75	Strongly Disagree	Very Low

To answer Problem 3, on whether a significant difference existed in graduates' perceived employability skills when grouped according to employment status, analysis of variance (ANOVA) was used.

To answer Problem 4, on the strengths and areas for improvement in the BSHM program based on graduates' qualitative feedback, thematic analysis was utilized. Responses were grouped into themes and categories to identify common patterns and insights.

To answer Problem 5, the findings from the quantitative and qualitative analyses served as the basis for the proposed recommendations in the enhancement plan for the BSHM program

RESULTS AND DISCUSSION

A. Profile of the BSHM Graduates

Table 2. Distribution of respondents according to year graduated (n = 42).

Year Graduated	Frequency	Percentage
2025	24	57.14
2024	12	28.57
2023	6	14.29
Total	42	100.00

Table 2 presents the distribution of respondents according to year graduated. The majority graduated in 2025 (24, 57.14%), followed by 2024 (12, 28.57%), while only 6 (14.29%) graduated in 2023. This shows that many respondents are recent graduates, indicating that the results reflect current industry preparation, curriculum implementation, and hospitality training practices. Given that most have only recently graduated, it is reasonable to assume that their opinions and perceptions are informed by recent experiences in college and during internships. This is consistent with Human Capital Theory (Becker, 1964).

Table 3. Distribution of respondents according to employment status (n = 42).

Employment Status	Frequency	Percentage
Employed, hospitality-related	20	47.62
Currently seeking employment	12	28.57
Employed, non-hospitality-related	7	16.67
Self-employed / entrepreneurial	3	7.14
Total	42	100.00

Table 3 shows the respondents' employment status. Twenty respondents (47.62%) are employed in hospitality-related jobs, while 7 (16.67%) are employed in non-hospitality-related work. Twelve respondents (28.57%) are currently seeking employment, and 3 (7.14%) are self-employed or engaged in entrepreneurial activities. The data suggest that nearly half of the graduates secured employment aligned with their field of study, indicating that the BSHM program contributes positively to graduate employability. Nevertheless, unemployment and non-hospitality occupations among graduates may indicate challenges such as limited job openings, industry competition, and lack of experience. This is supported by Navarro (2025), who noted that factors other than skills—including labor market conditions and lack of experience—affect employment, and by Ngoepe and Wakelin-Theron (2023), who stressed the significance of both individual abilities and external opportunities in influencing employability.

Table 4. Distribution of respondents according to current job position (n = 42).

Current Job Position	Frequency	Percentage
Hospitality operations (rank and file)	20	47.62
Non-hospitality-related job	10	23.81
None / not applicable	7	16.67
Entrepreneur	3	7.14
Supervisory position	2	4.76
Total	42	100.00

Table 4 presents the distribution of respondents according to current job position. Twenty respondents (47.62%) are employed in hospitality operations, while only 2 (4.76%) hold supervisory positions. Ten respondents (23.81%) are working in non-hospitality-related jobs, 3 (7.14%) are entrepreneurs, and 7 (16.67%) fall under none or not applicable, indicating that they are unemployed or do not fall within the given categories; they may still be seeking work, taking a break from education, or deciding on a career path. These findings support the Career EDGE Model (Dacre Pool & Sewell, 2007), which explains that employability develops through knowledge, experience, and continuous workplace exposure.

Table 5. Distribution of respondents according to relevant National Certificate (NC II) held (multiple response, n = 42).

NC II Certification	Frequency	Percentage
None	18	42.86
Cookery	14	33.33
Bread and Pastry Production	12	28.57
Food and Beverage Services	8	19.05
Housekeeping	2	4.76
Front Office Services	1	2.38
Computer Systems Servicing	[to supply]	[to supply]
Driving	[to supply]	[to supply]

Table 5 presents the respondents' relevant NC II certifications. Because respondents could hold more than one certificate, percentages are computed against the total of 42 respondents and do not sum to 100. Eighteen respondents (42.86%) hold no NC II certification, while those who are certified are mostly certified in Cookery (14, 33.33%) and Bread and Pastry Production (12, 28.57%). Food and Beverage Services accounted for 8 (19.05%), indicating that graduates' training and certification are relevant to restaurant and service operations and support career readiness in dining and hospitality establishments. Housekeeping (2, 4.76%) and Front Office Services (1, 2.38%) are the least represented, even though these certifications are highly significant in strengthening operational efficiency and service quality. Computer Systems Servicing and Driving NC II were also reported; although not directly aligned with the core competencies of Hospitality Management, they represent complementary skills useful for modern hospitality logistics and operations. This supports Human Capital Theory (Becker, 1964), which holds that additional credentials enhance employability and productivity.

Table 6. Distribution of respondents according to NC II expiration status (n = 42).

Expiration Status	Frequency	Percentage
Valid / unexpired certification	22	52.38
No expiration indicated / not specified	20	47.62
Total	42	100.00

Table 6 shows that 22 respondents (52.38%) hold valid certifications, while 20 (47.62%) fall under no expiration indicated or not specified. This second category does not mean their NC II certificates have no expiration date; rather, it indicates that the expiration was either not specified or not recalled at the time of answering. Hence, some graduates were able to sustain and validate their certifications while others were uncertain about theirs, which could affect their employment prospects and compliance with industry requirements. This is consistent with Human Capital Theory (Becker, 1964), in that maintaining updated qualifications enhances labor force value.

Table 7. Distribution of respondents according to TESDA-qualified institution or training center attended (n = 42).

Training Institution	Frequency	Percentage
Not specified / none	18	42.86
PLT College / Training Center	15	35.71
Other TESDA-accredited institutions	9	21.43
Total	42	100.00

Table 7 presents the TESDA-qualified institutions or training centers attended by the respondents. The largest proportion, 18 respondents (42.86%), did not specify or did not undergo TESDA-related training, while 15 (35.71%) completed training at PLT College/Training Center. The remaining respondents are distributed across various TESDA-accredited institutions at relatively low frequencies. This indicates that many graduates may have limited formal exposure to TESDA-certified training institutions, which are essential for validating technical competencies in the hospitality industry. Those under "not specified/none" include respondents who answered "none" or "not available," meaning they had not yet undergone TESDA training. Some respondents also mentioned training taken through accredited centers and online modes; however, only completed certification can be regarded as formal TESDA training. This is consistent with Human Capital Theory (Becker, 1964).

B. Perceived Level of Competence in Employability Skills

Table 8. Perceived level of competence in soft skills as applied in the industry.

Soft Skill	Mean	SD	Interpretation
Professionalism	3.67	[to supply]	Very High
Teamwork	3.60	[to supply]	Very High
Customer service	3.55	[to supply]	Very High
Communication	3.43	[to supply]	Very High
Emotional intelligence	3.43	[to supply]	Very High
Overall	3.51	[to supply]	Very High

Table 8 presents the perceived level of competence in soft skills as applied in the industry. The overall mean of 3.51 (Very High) indicates that graduates perceive themselves as highly competent in soft skills in actual hospitality settings and can apply these skills well when dealing with guests and working with others. The top-rated skills are professionalism (3.67), teamwork (3.60), and customer service (3.55), meaning that graduates are strong in behaviors that satisfy guests and support organizational performance. Graduates scored comparatively lower in communication and emotional intelligence (both 3.43), suggesting that while competent, they can still improve in communicating and in regulating their emotions under pressure. This is supported by Human Capital Theory (Becker, 1964), which holds that education increases productivity by developing behavioral skills, and by Al-Asefer (2021), who identified teamwork, communication, and customer service as important skills in hospitality work.

Table 9. Perceived level of competence in soft skills as developed through college preparation.

Soft Skill	Mean	SD	Interpretation
Customer service	3.57	[to supply]	Very High
Professionalism	3.55	[to supply]	Very High
Teamwork	[to supply]	[to supply]	[to supply]
Emotional intelligence	3.38	[to supply]	Very High
Oral communication	3.36	[to supply]	Very High
Overall	3.45	[to supply]	High

Table 9 presents the perceived level of competence in soft skills in terms of college preparation. The overall mean of 3.45 indicates that the BSHM program provides strong preparation in soft skills, although slightly lower than actual industry application. This suggests that soft skills are introduced and developed in college but not fully mastered until students experience real workplace conditions. While customer service (3.57) and professionalism (3.55) are already very high, communication-related skills such as oral communication (3.36) and emotional intelligence (3.38) remain lower, indicating limited exposure to real guest-interaction scenarios during training. This supports the CareerEDGE Model (Dacre Pool & Sewell, 2007), which explains that employability is built not only through knowledge but also through work experience, reflection, and real-life application. This pattern is expected because classroom simulations cannot fully replicate unpredictable customer behavior, emotional pressure, and real-time service demands.

Table 10. Perceived level of competence in hard skills as applied in the industry.

Hard Skill	Mean	SD	Interpretation
Cookery / culinary operations	3.68	[to supply]	Very High
Food and beverage services	3.66	[to supply]	Very High
Sustainable practices	3.66	[to supply]	Very High
Housekeeping operations	[to supply]	[to supply]	[to supply]
Front office operations	[to supply]	[to supply]	[to supply]
Technology literacy	3.24	[to supply]	High
Overall	3.56	[to supply]	Very High

Table 10 presents the perceived level of competence in hard skills as applied in the industry. The overall mean of 3.56 (Very High) indicates that graduates are highly competent in technical hospitality skills in industry settings. The best-performing categories were cookery (3.68), food and beverage services (3.66), and sustainable practices (3.66), showing that graduates excel in operations and service-related work and suggesting that the curriculum prepares students well for hospitality jobs requiring accuracy and hygiene. The lowest-performing category was technology literacy (3.24), highlighting the need to develop graduates' competence in point-of-sale (POS) and property management system (PMS) software and online booking platforms. This is significant given the increasing automation of the hospitality industry and is consistent with Han (2023), who found that digitalization in hospitality demands stronger technological skills from graduates.

Table 11. Perceived level of competence in hard skills as developed through college preparation.

Hard Skill	Mean	SD	Interpretation
Cookery / culinary operations	[to supply]	[to supply]	[to supply]
Food and beverage services	[to supply]	[to supply]	[to supply]
Housekeeping operations	[to supply]	[to supply]	[to supply]
Front office operations	[to supply]	[to supply]	[to supply]
Sustainable practices	[to supply]	[to supply]	[to supply]
Technology literacy	3.05	[to supply]	High
Overall	3.39	[to supply]	High

Table 11 shows the perceived level of proficiency in hard skills in terms of college preparation. The overall mean of 3.39 indicates that the BSHM program has developed technical skills among students effectively, although not to the same degree as observed in practical industry use. This is consistent with Moussa et al. (2024), who identified an existing skills mismatch. The lowest score, technology literacy (3.05), further reinforces the view that digital hospitality systems are not well integrated into college training, making this one of the weakest areas of preparation.

Table 12. Summary comparison of perceived competence: college preparation versus industry application.

Skill Domain	College Preparation	Industry Application	Difference
Soft skills	3.45 (High)	3.51 (Very High)	0.06
Hard skills	3.39 (High)	3.56 (Very High)	0.17

Table 12 summarizes the comparison between college preparation and industry application. Soft skills are generally high to very high, with industry competence slightly higher than college preparation. This indicates that although soft skills are developed in college, they improve significantly once graduates enter the workplace; the difference between college and industry confirms that real workplace experience is essential for refining communication, emotional intelligence, and service behavior. This finding is consistent with Al-Asefer (2021), who emphasized the importance of communication, teamwork, and problem-solving in enhancing employability, and with Diaz and Maramento (2024), who reported that hospitality graduates generally demonstrate strong interpersonal skills that contribute to effective workplace performance.

Hard skills likewise show a high level in both college preparation and industry application, indicating that technical competencies are effectively taught in structured learning environments but improve further in real workplace settings. This supports Galon and Garces (2025), who emphasized that hospitality education must continuously align with industry needs through updated training and partnerships. Some studies note that graduates may still encounter challenges related to emerging technologies and changing industry standards, indicating the need for continuous curriculum enhancement. The findings further support Human Capital Theory (Becker, 1964) and the CareerEDGE Model (Dacre Pool & Sewell, 2007), both of which recognize skills development and work experience as essential components of employability.

C. Difference in Perceived Competence by Employment Status

Table 13. Test of normality of data by employment status.

Employment Status	Statistic	df	p-value	Decision
Employed, hospitality-related	[to supply]	[to supply]	0.131	Normal
Employed, non-hospitality-related	[to supply]	[to supply]	0.185	Normal
Self-employed	[to supply]	[to supply]	0.306	Normal
Currently seeking employment	[to supply]	[to supply]	[to supply]	Not normal

Table 13 presents the test for normality of data according to employment status. Most employment groups obtained significance values greater than 0.05—specifically those employed in hospitality-related jobs ($p = 0.131$), those in non-hospitality-related jobs ($p = 0.185$), and self-employed respondents ($p = 0.306$)—indicating that the data for these groups are normally distributed, that is, consistent and symmetrical. Respondents currently seeking employment, however, were not normally distributed, showing inconsistency and asymmetry in their responses. This implies that employed and self-employed graduates perceive their competence more consistently than graduates currently looking for work, possibly because work experience allows them to develop and evaluate their skills more consistently. The inconsistency among job-seeking graduates may be attributed to lack of work experience, differences in confidence levels, and varied experiences in training institutions.

Table 14. Difference in the graduates' perceived level of competence in employability skills when grouped according to employment status.

Skill Domain	F-value	df	p-value	Decision on H_0	Interpretation
Soft skills	[to supply]	[to supply]	0.078	Accept	Not significant
Hard skills	[to supply]	[to supply]	0.471	Accept	Not significant
Overall employability skills	[to supply]	[to supply]	0.175	Accept	Not significant

Table 14 presents the difference in graduates' perceived level of competence in employability skills when grouped by employment status. All p-values—for soft skills ($p = 0.078$), hard skills ($p = 0.471$), and overall employability skills ($p = 0.175$)—are greater than 0.05. This means there is no significant difference in graduates' perceived competence when grouped by employment status. It also implies that employment status is not determined by skill level alone; it may be influenced by external factors such as job availability, labor market conditions, work experience, competition, and the timing of job opportunities. The findings suggest that while the BSHM program effectively develops employability skills among graduates, these skills do not by themselves differentiate their employment outcomes.

D. Perceived Strengths and Gaps in the BSHM Curriculum

1) Perceived Strengths

Theme 1: Strong emphasis on hands-on and laboratory-based learning. A dominant theme identified by the graduates was the effectiveness of hands-on and laboratory-based learning in developing hospitality competencies. Most respondents highlighted cooking, front office, housekeeping, and food and beverage laboratories as the most useful components of the curriculum. Graduates stressed that laboratory activities made it possible to relate theoretical concepts to the actual context of the hospitality industry, and that hands-on exposure built their confidence and flexibility and ensured preparedness for entry-level jobs.

Theme 2: Comprehensive coverage of core hospitality areas. Graduates highlighted that the curriculum provides broad exposure to major hospitality domains, including culinary subjects (cooking, international cuisine), front office operations, housekeeping, food and beverage services, MICE, and entrepreneurship. As one respondent put it, housekeeping, food and beverage, and front office training genuinely prepared them for real-world work.

Theme 3: Effective practicum and OJT preparation. Most respondents described their practicum or on-the-job training experience as good to excellent preparation for employment.

Theme 4: Development of practical and transferable skills. Graduates acknowledged gaining essential workplace skills such as food preparation and service, operational knowledge, and basic management and entrepreneurship. Many shared that these competencies made them more confident in performing workplace tasks and responsibilities.

2) Perceived Gaps

Theme 1: Need for improved oral and public speaking skills, customer service, and interpersonal abilities. The need for stronger oral communication and public speaking emerged as a recurrent theme. Respondents noted that more focus is needed on oral communication and public speaking, and that advanced customer service and communication capabilities are required in the workplace.

Theme 2: Lack of practice in managing challenging situations and real-world conditions. Respondents highlighted the need for more training in dealing with difficult customers, crisis management, and high-stress situations, suggesting that students should be able to practise handling complaints and difficult guests.

Theme 3: Inadequate hands-on experiences. Although some praised laboratory activities, other respondents reported limited access to laboratory facilities, obsolete equipment, and reduced laboratory practice, especially during the COVID-19 period. Respondents noted that they hardly performed laboratory work, creating a deficiency in hands-on experience, and that the equipment used was not durable enough.

Theme 4: Need for more technical and industry-relevant capabilities. Competencies mentioned as gaps included training in property management systems (PMS), point-of-sale (POS) systems, computer literacy, and sales and negotiation. Respondents called for hotel reservation system training and higher computer literacy and POS capability.

Theme 5: Demand for industry-based training and certifications. Several respondents cited limited NC II certification opportunities and limited industry-related experience. Practical training in cookery and front office services was seen as requiring particular attention; one respondent reported being unable to complete an NC II because of inadequate training.

Theme 6: Need for balance between classroom learning and practical training. Respondents emphasized that classroom-based instruction should be reduced in favor of more practical simulation.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that BSHM graduates of Aldersgate College, Inc. possess a Very High level of competence in soft skills and a High level of competence in hard skills required for entry-level hospitality positions. Graduates rated themselves strongest in professionalism, teamwork, customer service, cookery, and food and beverage services, and weakest in technology literacy, both in industry application and in college preparation. Perceived competence was consistently higher in industry application than in college preparation, indicating that workplace experience refines what the curriculum introduces.

No significant difference was found in graduates' perceived employability skills when grouped by employment status, suggesting that employment outcomes are shaped by external labor market factors in addition to skill level. Qualitative findings affirmed the strengths of the BSHM curriculum—hands-on and laboratory-based learning, comprehensive coverage of core hospitality areas, and effective practicum preparation—while identifying gaps in oral communication, handling of difficult guest situations, laboratory facilities and equipment, digital hospitality systems, and access to NC II certification.

Overall, the BSHM program of Aldersgate College, Inc. effectively develops the employability skills necessary for hospitality work through practical and experiential learning. Continuous curriculum enhancement and stronger industry alignment remain necessary to further improve graduates' employability and competitiveness.

On the basis of these findings, the researchers recommend the following: (1) integrating property management system, point-of-sale, and online booking software into laboratory subjects to address the consistently lowest-rated area, technology literacy; (2) embedding structured oral communication, public speaking, and guest-complaint simulation activities across hospitality subjects; (3) upgrading and maintaining laboratory equipment and increasing scheduled laboratory hours; (4) strengthening industry linkages and expanding practicum placements to broaden real-world exposure; and (5) adopting the proposed enhancement plan requiring completion of four NC II qualifications—Cookery, Bread and Pastry Production, Housekeeping, and Food and Beverage Services—before graduation. Future researchers may extend the study to a larger, probability-based sample, include employer assessments alongside graduate self-ratings, and track graduates longitudinally to examine how perceived competence relates to actual career progression.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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