Competencies of HRM Graduates Vis-A-Vis Industry Needs: Basis for an Action Plan for Curriculum Enhancement

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ABSTRACT

Hospitality is a fast-changing industry in which education institutions have to cope with its market demand. Moreover, it was challenging to close the gap between what is taught in the classroom and the industry needs. This study aimed to determine the level of competency of BSHRM graduates and the actual industry needs, which served as the basis for designing an action plan for curriculum enhancement. The mixed-methods research design was used, particularly descriptive survey and in-depth interview method. It involved 100 respondents comprising supervisors and managers and four human resources managers from the industry. Data were analyzed using weighted mean and thematic analysis. Findings revealed that graduates in BS HRM were "highly competent" in all competencies identified in this study, which was also considered "highly needed" by the industry. Moreover, analysis emerged a favorable "attitude" for work was the most important quality that the graduates should acquire and other competencies. Thus, recommendations include strengthening and sustaining the existing competency development training of BS HRM students, integrating the competencies that are highly needed by the industry, and enhancing work attitude by integrating it across the discipline in the curriculum. Furthermore,

these recommendations may be considered in crafting the action plan for curriculum enhancement.

INTRODUCTION

Hospitality is a fast-changing industry that evolves with time. The hospitality industry is a multibillion-dollar industry with a broad category of fields within the service industry, including lodging, event planning, theme parks, transportation, cruise line, and additional fields within the tourism industry (Novak, 2017). It is one of the industries that cater to local customers and patrons, and foreign nationals, making it a profitable business venture. The opening of many business establishments that provide these services worldwide also opens working opportunities to many people. It leads to the flock of enrolment in degree programs related to hospitality services and management in various universities and colleges around the world. Aguba (2014) presented that Hotel and Restaurant Management is considered an oversubscribed course in the Philippines and other parts of the world. With the fast-changing market and the present situation of BSHRM graduates, educational institutions should address this concern and see to it that the curriculum considers graduates' employability. It is a challenge among Higher Education Institutions to keep pace with this development. Thus, the BS HRM curriculum should be patterned based on the present industry needs. However, Aguba (2014) claimed a growing mismatch of workers' skills and the need of the industry. Buted, Felicen, & Manzano (2014) asserted that it is crucial to close the gap between what is taught to students and what the industry expects from the graduates being hired. Furthermore, Felicen, Rasa, Sumanga & Buted (2014) stated that an industry-driven course structure should help students become an industry-ready transition to the workplace smoothly.

It can be assumed that despite the number of years spent in formal education under the BS HRM curriculum to gain enough knowledge and skills before seeking employment, fresh graduates were found to be less skillful and unfortunately did not acquire the necessary competencies in the industry (Department of Labor and Employment, 2012). Furthermore, issues concerning low development of students' skills in competing globally and serious gap

observed between the educational system and possible employment existed (Jackson, 2010). This leads to an assumption that despite the effort to identify and improve employability skills and competencies of BS HRM students and the industry needs, a discrepancy or mismatch exists and could lead and add to a more serious problem of unemployment (Fronda & Villanueva, 2015). In addition, there were no known empirical studies conducted yet in Jose Rizal Memorial State University (JRMSU) system, particularly on this topic. Thus, the researcher came up with this study to identify avenues for curriculum enhancement. This study aimed to determine the actual level of competency of BS HRM graduates and the industry needs. This was conducted to determine avenues for curriculum enhancement to ensure that the competencies of graduates and the curriculum would be responsive to the changing industry needs.

FRAMEWORK

Lewin's Three-Step Change Theory laid the foundation of this study (Kritsonis, 2005; & Hussain et al., 2018). Lewin viewed behavior as a complex balance of forces acting against each other, and driving forces promote improvement because it drives workers in the direction they want. Moreover, the restraining powers hamper transition as they are driving workers in the other direction. Therefore, these forces must be evaluated, and the three-step Lewin model will help move the balance in the direction of the expected change. This theory was helpful in this study as it provides a framework on how the BS HRM curriculum is to enhance or change, which was the ultimate goal of the study. Following Lewin's Change Theory, the first step was to identify the status quo or the state of equilibrium of the level of competencies of BS HRM graduates of the JRMSU system. The second step was a movement or the action wherein an action plan based on the findings of this study would be implemented. The last step was the refreezing, which will happen when the BS HRM curriculum enhancement action plan would be implemented.

Another relevant theory that supports this study was the Skill Acquisition Theory, which claimed that "the learning of a wide variety of skills shows a remarkable similarity in development from an initial representation of knowledge through initial changes in behavior to eventual fluent, spontaneous, largely effortless, and highly skilled behavior, and that this set of phenomena can be accounted for by a set of basic principles common to the acquisition of all skills" (Taie, 2014). Furthermore, it also asserts that learning, in general,

commences from the explicit process which involves declarative knowledge or the conscious knowledge of concepts, ideas, and facts and, with sufficient practice and exposure, move into implicit, which is the automatization of procedural knowledge and learner started to apply the knowledge in a suitable situation, in which the behavior becomes second nature (VanPatten & Benati, 2010; Schmidt & Richards, 2010). This theory is beneficial in this study as it supports the assumption that the BS HRM graduates of the JRMSU system who went through formal education and training learn or acquire the declarative knowledge from the lectures inside the classroom or the explicit process and subsequently practice their skills in the laboratory and their on-the-job training, thus, acquire the implicit learning, or the competency demanded in the industry.

OBJECTIVE OF THE STUDY

This study primarily aimed to determine the actual level of competence of BS HRM graduates of Jose Rizal Memorial State University system in different competencies and determine the needed competencies of the industry, which served as the basis for designing an action planning to enhance the BS HRM curriculum and be able to cope with the changing industry needs.

Specifically, it aims to (1) determine the level of competency of BS HRM graduates of JRMSU system as observed by their direct supervisors in terms of their competencies in; (a) Food and Beverage Services; (b) Bartending; (c) Housekeeping; (d)Front Office Services; (e) Cookery; and (f) Bread and Pastry Production; (2) determine the needed competencies of the industry as perceived by hotel and restaurant managers/supervisors in terms competencies in; Food and Beverage Services; Bartending; Housekeeping; Front Office Services; Cookery; and Bread and Pastry Production: (3) determine the other competencies that Human Resource Managers look for BS HRM graduates: and (4) to develop an action plan for the enhancement of BS HRM Curriculum based on the result of the study.

METHODOLOGY

Research Design
The study utilized a mixed-method research design utilizing a descriptive survey and in-depth interview methods to gather data. The descriptive design collected the data on prevailing conditions and descriptions, analyzed through

the quantitative method (Samonte & Guzman, 2019). Moreover, the mixed-method design was deemed appropriate in this study to support the quantitative result with the qualitative data from the interview. Furthermore, a modified questionnaire and an interview protocol with open-ended questions were used to gather data.

Research Site

Jose Rizal Memorial State University (JRMSU) is the premier university in Zamboanga Del Norte, which envisioned excellence among higher learning institutions in the local, national and global arena. The JRMUS system was composed of five campuses found within Zamboanga Del Norte's province, namely, Dapitan (main campus), Dipolog, Katipunan, Siocon, Tampilisan campus. Furthermore, this study was conducted in hospitality industries within the province of Zamboanga del Norte, Cebu City, Dumaguete City, and Manila were graduates of the JRMSU system graduated from the year 2014 to 2016 are currently working as it involved their managers or direct supervisors who determined the level of competency demonstrated by JRMSU graduates in their respective establishments. Furthermore, data were also gathered from other established hotels and restaurants in the same places and existed for more than ten years in the industry, and no graduates from the JRMSU system were currently employed. It involved the managers who determined the competencies that the industry needs. In addition, the in-depth interview was conducted in selected hotel and restaurant establishments from Cebu City, Boracay, Manila, and Zamboanga City.

Participants

One hundred actual respondents of the survey, which seventy (70) of them were the direct supervisors of BS HRM graduates of the JRMSU system, and thirty (30) were managers/supervisors of established hotels and restaurants who represented the industry. The respondents were selected through the quota sampling method. Quota Sampling is a non-probability sampling method of taking the desired number of respondents with the required characteristics proportional to the population (Sharma, 2017). Furthermore, the purposive sampling method was utilized in identifying the four human resource managers from established hotels and restaurants who served as participants in the interview. The participants involved are from Metro Manila, Boracay, Cebu City, and Zamboanga City, who were purposively selected to gather data from varied

settings and perspectives, thus, making the data more relevant. The researcher believed that they are directly involved in hiring BS HRM graduates; thus, they have the capability and expertise to determine the graduates' competencies to be employed in their establishments.

Instrumentation

A modified questionnaire that adapted the competencies identified in the Training Regulations of the different qualifications from Technical Education and Skills Development Authority (TESDA) served as the research instrument. There were two sets of survey checklist used to collect data from the hotel managers or supervisors of BS HRM graduates of the JRMSU system and hotel managers/supervisor of other hotel industry. For the Supervisors/Managers of BS HRM graduates from the JRMSU system, the survey checklist contained ten specific statements for each indicator such as; Front Office Management, Food and Beverages Services, Bartending, Housekeeping, Cookery, and Bread and Pastry Production wherein the respondents were asked to determine the level of competencies of BS HRM graduates from JRMSU system on each competency whether they are highly competent, somewhat highly competent, moderately competent, somewhat not competent or not competent. Furthermore, the research instrument was subjected to content validation by a panel of experts and was pilot tested, involving fifteen (30) hotel and restaurant managers within and nearby locality. Data gathered was analyzed. The result yielded an overall Cronbach Alpha internal consistency coefficient of .952 for the instrument that determines the level of competencies among BS HRM graduates and .928 for the instrument used to determine the competencies needed by the industry. Moreover, the results met the criteria of .60 as an acceptable instrument; thus, the instrument was finalized and administered (Delas Peńas & Salundaguit, 2019).

For Hotel and Restaurant Managers representing the Hospitality Industry, the survey questionnaire checklist on the level of competencies needed by the industry also contained ten specific statements for each indicator describing the competencies in Front Office Management, Food and Beverages Services, Bartending, Housekeeping, Cookery, and Bread and Pastry Production, wherein the respondents were asked to identify the extent of how the specific competencies needed by the industry for BS HRM graduates based on their perception. The respondents rated whether the specific competency statement was highly needed, somewhat highly needed, and moderately needed, somewhat not needed, and not needed.

Furthermore, the researcher also developed an interview protocol as an instrument that served as a guide in conducting a semi-structured in-depth interview with the participants. An interview protocol is more than a list of interview questions and a procedural guide for directing the qualitative researcher through the interview process (Jacob & Furgerson, 2010). The interview protocol used in this study has five parts. The first part focused on the background information of the interviewee like name, establishment, location, position, and the date, the second part was the introductory statements wherein the researcher provide necessary information on the participants on the processes of the interview, the third part was the opening questions, this part was a way of warming up and building trust with the interviewee or participant. The fourth part was the content questions in which a series of questions were developed, leading to the answer of the third research questions, and the fifth and final part of the interview protocol was the closing instruction.

Research Procedure

To gather data, the researcher coordinated with the different school personnel, specifically the guidance office, and secured permission from the administrator of each campus of the JRMSU system to identify the BS HRM graduates from 2014 to 2016 and their present job and location. The researcher facilitates data gathering from hotel managers where the graduates were employed and other hotel and restaurant industries. Moreover, the researcher did ask permission from the general managers of different establishments. The researcher also prepared a cover letter explaining the purpose of the study, along with the consent form addressed to the respondents of the study. Data gathering was conducted through various personal encounters, electronic mail, social media, and a self-administered survey through a phone call.

Furthermore, to gather data on the competencies that human resource managers look for in BS HRM graduates, the researcher utilized referral sampling to identify the participants. Then, the researcher sent a letter of request to the general managers of the different establishments and secured informed consent from the participants. As the participants agreed, the researcher then conducted an in-depth interview with the participant through phone call given the distance and the location of their establishments from the researcher's station. The quantitative data gathered were tallied and consolidated in tabular form according to the various aspects of the problem and were analyzed using weighted mean and interpreted. Qualitative data were analyzed using thematic analysis

was used. Moreover, Braun & Clarke's six-phase framework for doing a thematic analysis as cited in Maguire & Delahunt (2017) was employed such as (1) become familiar with the data; (2) generate initial codes; (3) search for themes; (4) review themes; (5) define themes; and (6) write-up. Furthermore, Lexical transcription, particularly verbatim or smooth verbatim transcription, was also employed.

Ethical Consideration

After coordinating with the guidance office of each campus in the JRMSU system, and before the administration of research instruments, the researcher identified the graduates and communicated them to secure consent, explaining to them the nature of the study and the importance of their participation, and discussed the details related to their employment which led to the administration of the questionnaire. Furthermore, informed consent was secured before administering the questionnaire and the conduct of the interview; it was also emphasized to the respondents and participants that the data gathered was treated with the utmost confidentiality and only used for the study. Moreover, the privacy and anonymity of individual respondents and participants were considered all throughout the research process.

RESULTS AND DISCUSSION

The Level of Competencies of BS HRM Graduates of JRMSU System

Based on the data gathered, the BS HRM graduates of the JRMSU system were rated "highly competent in all area of competencies, and the food and beverages services have the highest average weighted mean of 4.63, followed by front-office services (AWM = 4.59), bread and pastry production (AWM = 4.58), cookery (AWM = 4.55), housekeeping (AWM = 4.48), and bartending (AWM = 4.44). It was noted that among the competencies developed by BS HRM graduates of the JRMSU system, food and beverage services were considered as their primary strength. Furthermore, among the competencies, BS HRM graduates got the lowest rating in bartending. Table 1 summarizes the result.

Table 1. Summary of the Level of Competence of BS HRM Graduates in different Competencies

Competencies	AWM	Description	Rank
Food and Beverage Services	4.63	HC	1
Bartending	4.44	HC	6
Housekeeping	4.48	HC	5
Front Office Services	4.59	HC	2
Cookery	4.55	HC	4
Bread and Pastry Production	4.58	HC	3

Note: HC – Highly Competent, SHC – Somewhat Highly Competent, MC – Moderately Competent, SNC – Somewhat Not Competent, NC – Not Competent

The result was similar to the study conducted by Moreno (2014), which determined the level of competence of Food and Beverage Services NC II certified passers in Western Visayas, which resulted that the respondents were also highly competent, especially in the core competencies. Furthermore, the result contradicts the study of Aguba (2014), which revealed that graduates of BS HRM lack competitive and practical skills in food and beverage management, particularly in food service, skills in housekeeping operation including basic housekeeping, and front office, particularly in basic reservations and not oriented with updated reservations systems. Furthermore, the results also negated the Department of Labor and Employment (2012) report that applicants in the Hotel and Restaurant industry were not hired because they lack the skills needed by the industry.

Competencies Needed by the Industry

Results revealed that the competencies in all areas were rated highly needed by hotel and restaurant managers/supervisors. Furthermore, among the competencies, front office services were considered as the most needed competency having the highest average weighted mean of 4.64, followed by food and beverage services (AWM = 4.60), cookery (AWM = 4.55), bread and pastry production (AWM = 4.53), housekeeping (AWM = 4.44) and bartending (AWM = 4.41). Compared to Table 7, the strength of BS HRM graduates of the JRMSU system, which was food and beverage services (rank 1), almost fall on the same rank as what the industry considered as most needed (rank 2). Based on this observation, it can be implied that the JRMSU system was providing training

and education to BS HRM graduates by the industry needs considering the six (6) competencies. Table 2 summarizes the results.

Table 2. Summary of the Needed Competencies in Hotel and Restaurant Industries

Area	AWM	Description	Rank
Food and Beverage Services	4.60	HN	2
Bartending	4.41	HN	6
Housekeeping	4.44	HN	5
Front Office Services	4.64	HN	1
Cookery	4.55	HN	3
Bread and Pastry Production	4.53	HN	4

Note: HN – Highly Needed, SHN – Somewhat Highly Needed, MN – Moderately Needed,
    SNN – Somewhat Not Needed, NN – Not Needed

The result strengthened the role of the food and beverage department, which is responsible for the systematic and actual service of food and beverage to guest with a primary role of maintaining high-quality food and services, managing food cost, and overseeing efficient running of restaurant and bars (Singapore Tourism Board & Singapore Workforce Development Agency, 2016). Moreover, the result was supported in Santos (2010), which stated that (1) housekeeping is one of the important sections in a hotel since the room was its main product, (2) the food and beverage department is one of the major revenue-generating centers in a hotel, and (3) front office department is one of the most important departments in a hotel that provides the first impression that is significant in the guest's stay. Furthermore, the result also strengthens the competency standards which were reflected in the training regulations of Food and Beverage Services NC II (TESDA, 2013), Bartending NC II (TESDA, 2013), Housekeeping NC II (TESDA, 2013), Front Office Services NC II (TESDA, 2013), Cookery NC II (TESDA, 2014), and Bread and Pastry Production NC II (TESDA, 2009) qualifications. Furthermore, technical skills were also considered important competency of graduates that employers look into (Department of Labor and Employment, 2012).

Competencies Needed for BSHRM Graduates Identified by Human Resource Managers

Based on the in-depth interview, there were two distinct themes along with other qualities that emerged from the data when human resource managers were asked to identify competencies they look for in BS HRM graduates. The themes identified were: Attitude, Technical competence/Skills, and Others.

Attitude

Attitude was considered as the most important competency that the BS HRM graduates should possess, as identified by the participants of this study. Participant 1 expressed that "*If BS HRM graduates possess a positive attitude, then they are an asset to the establishment. Even if they are not fully equipped with technical skills, but they have a positive attitude, they can be trained and developed*". Participant 2 added, "*Good attitude is the most important asset because even if they are not BS HRM graduates, if they have a good attitude and then they are willing to be taught and learn, they could develop their skills and eventually improve. Based on experience, we have a room attendant who is not a graduate of BS HRM, but he does well on his work. His performance was good. We don't experience having a problem with him or heard any complaint about his work. So, it's an attitude that matters and of course a degree also*". Furthermore, participant 3 reported a more specific response as he stated, "*Respectful, why is respect important? Because it is an essential qualification for a successful career and is sought after as you progress through various stages of leadership and responsibility*". Participant 4 also answered when asked, "*Work attitude. Why? It's because it's easier for us to deal with an employee with a good work attitude. They can work with or without supervision. They are the type of employees that we consider as an asset to hospitality industry*". In addition, participant 2 said that "*we are looking for very skillful and willing to be trained and learn, and of course with the right attitude because what if they were skillful and then there is something about their attitude, what if they don't want to be corrected with their wrongdoing, so whether they are NC holder, but their attitude is not good then, were not hiring them. In our hotel, we don't look for NC holder, but of course, it's an advantage if they have NC's plus they are willing to be part of the hotel, willing to learn, and they have a positive attitude, then we will hire them*".

Participants put emphasis on and recommended the development of a positive attitude of BS HRM graduates. This competency outshined skills and others. Participant 1 stressed that "*It's not necessary that they (BS HRM graduates) are required to have an NC's, but it's an advantage if they have, also willing to be*

trained and learn to have a good attitude.” Furthermore, he also added, *“Even if you (BS HRM graduate) are excellent in communication skills, full of self-confidence and your attitude is not good then, therefore, you are not for the hospitality industry. Your attitude should match with your other competencies, or else it's useless”.* When participants were asked to elaborate on how to demonstrate the attitude of BS HRM graduates, participant 3 responded that *“work attitude comprises of teamwork, trustworthiness, awareness and knowing his/her responsibility in the workplace.”* Participant 1 also reported*,” Attitude comes with a full package, eager to learn and to be trained, very active, can work without supervision, open for new possibilities, open-minded, willing to take risks, regardless if you were a graduate of BS HRM or not if you have that good attitude. You are an asset to the company.”*

The result was corroborated by the report of Technical Education and Skills Development Authority cited by the Department of Labor and Employment (2012) that work attitude and values together with analytical competency, behavioral competency, communication skills, and other basic competencies were important competencies generally employers look for the graduates. Accordingly, companies now don't just consider educational background or the technical skills of applicants. However, these are very important; companies now give much weight to the employee's attitude toward work and values. Moreover, in the report, it was stated that aside from being able to do the daily tasks, workers should know how to get along themselves into the culture and nature of the organization; hence, they must be flexible and resilient to handle pressures that they may encounter in the workplace such as the changing demands of customers and ensuring customer satisfaction which is very important (DOLE, 2012).

Technical Competence/Skills

Skills are the capacity of BS HRM graduates to perform procedures related to hotel and restaurant operations. Participant 2 reported, *“I think, they (BS HRM graduates) need to be skillful as regards to services like for example housekeeping because based on their explanation, when they were yet undergraduate students, they were already taught by their teacher on how to make bedding, make up rooms, we are looking for very skillful and willing to be trained and interested to learn, and of course with the right attitude.”* Participant 1 stated, *“We look for a skillful individual with a good personality, good in oral and written communication skills and of course with a good attitude.”* Furthermore, participant 1 added that technical competency was also important and stressed that *“It is an advantage if the BS HRM graduates acquired such competencies.”*

Moreover, when asked how to acquire this competence, participant 1 answered, *"The skills, knowledge, and attitude, should be taught or introduce or acquired from the school. It is very important that the school would provide its students with the opportunity to explore the industry. We should always remember that experience is the best teacher. The more they are exposed to the industry, the more they learn"*. Communication skills, both oral and written, were also considered highly needed in the industry. Participant 1 said, *"Because every now and then there are reports that we need to make, we also interact with our customers all the time, especially the foreigners. It is very important that they (BS HRM graduates) know how to communicate. Social abilities also are considered. They should know how to deal with not only their customers but also to their co-workers"*. The result was supported by the report of the Department of Labor and Employment (2012) that technical skills and communication skills were competencies being sought by employers for the graduates.

Other Qualities

Aside from attitude and technical competencies/skills, there are other competencies which the participants look for BS HRM graduates such as good personality, proper grooming, and hygiene, flexible, service-oriented, knowledgeable, capable of doing things related to work, focused (knows the goal), can solve problems if it occurs/critical thinkers, team player, and self-management. Participant 4 emphasized the importance of these competencies by explaining that *"being a front liner, you should be presentable or tidy when talking to guests, you should be knowledgeable with what you are doing so if ever there is a guest who will ask, and they can answer immediately. Also, if there's a problem or concern of the guest, you should be a good listener and be able to explain the situation and come up with alternative action to solve the problem; if the situation is beyond your capacity, then you can call your supervisor for help and explain the situation"*. Participant 4 also added that *"when it comes to software, it is important that BS HRM graduates know it since we have system (point of sales) POS which you need to know how to use the computer and know about our system. The systems were connected to the different departments, which is needed that you input the data, and it will make the work easier and faster. They should also be flexible, which means an advantage to them"*. In addition, participant 4 explained that self-management skills are also considered as highly needed and said, *"it starts in you. You need to discipline yourself first so that you can perform other competencies well"*. Towards the end of the interview, the participants were asked to give their recommendations to the BS HRM graduates

on how to acquire the competencies they need. Participant 1 answered, *"Positive outlook for the company, opened for all ideas, suggestions and commented whether it is positive or negative and the experience they learn from their failures, they should learn from it. They should think wisely when it comes to decision making, and they don't need to be required to have an NC's. Still, it's an advantage if they have, also willing to be trained and learn and have a good attitude."* Participant 2 added that *"they should have a good attitude, personality, learn to love their work, service-oriented and with a positive outlook—having NC's are a good advantage together with self-confidence."*

Action Plan for Curriculum Enhancement

Based on the result of the study, the actual level of competence of the BS HRM graduates of the JRMSU system were all "highly competent" in all the competencies in areas of Food and Beverage Services, Front Office Services, Bread and Pastry Production, Cookery, Housekeeping, and Bartending. Furthermore, hotel managers and supervisors perceived these competencies as "highly needed" in the industry. Thus, the researcher noted the need to strengthen the integration of these competencies in the BS HRM curriculum, now BS Hospitality Management (BSHM). Moreover, when ranked and compared accordingly, there was a slight difference since the BS HRM graduates of the JRMSU system were most "highly competent" in Food and Beverage Services competencies, and the industry most "highly needed" competencies are in Front Office Services. With this observation, the researcher also noted to redirect the attention and give more avenues of learning to develop BS HM students' competency in Front Office Services to be attuned with the actual industry needs. An action plan for curriculum enhancement was proposed.

Education and training adopting the competencies based on the training regulations of TESDA should be sustained since it was strengthened in this study. The curriculum should also focus on integrating the development of work attitude of BS HRM students in all their major subjects since it was considered as the most important competency that the graduates should possess according to the human resource managers who participated in this study collectively–looking at the present curriculum of BS Hospitality Management, after conducting a simple analysis of the hospitality professional courses descriptions as stated in the CMO No. 62 s. 2017 which was adapted in the JRMSU system, it can be noted that among the different courses in the BS Hospitality Management Curriculum, only three subjects emphasized the development of favorable "attitude" such as

Fundamentals of Food Service Operation; Risk Management as Applied to Safety, Security & Sanitation; and Ergonomics & Facilities Planning for the Hospitality Industry (Commission on Higher Education, 2017). Thus, it further validated the need to integrate a favorable attitude across all courses in the curriculum. Furthermore, values formation program that will enhance work attitude like teamwork, trustworthiness, awareness and knowing his/her responsibility in the workplace, eager to learn and to be trained, very active, can work without supervision, open for new possibilities, open-minded and willing to take risks should also be considered.

CONCLUSIONS

Based on the result of the study, the researcher concluded that the graduates of BS HRM in the JRMSU system were generally equipped with knowledge and skills necessary to perform competencies required from them such as in Food and Beverage Services, Housekeeping, Cookery, Bartending, Front Office Services, and Bread and Pastry Production. It can also be concluded that the training of students provided by the JRMSU system was already on the right track as the competencies of the various qualifications of the job stipulated in the training regulations promulgated by TESDA are already embedded in the different courses/subject of BS HRM curriculum.

The competencies in food and beverage services, bartending, housekeeping, front office services, cookery, and bread and pastry production as highly needed in the industry. It can also be concluded that these competencies are routinely practiced and performed by HRM graduates in performing and delivering quality services to its guests and clientele.

The Human Resource Managers of the selected Hotel and Restaurant Industry expressed that "attitude" was the most important competency that BS HRM graduates should have over technical competence or skills. It can be concluded that human resource managers sought for good attitude such as the capacity to work with a team, trustworthiness, awareness and knowing his or her responsibility in the workplace, eager to learn and to be trained, very active, can work without supervision, open for new possibilities, open-minded and willing to take risks.

RECOMMENDATIONS

Based on the findings and conclusions of this study, it is recommended to disseminate findings that the JRMSU system is producing highly competent graduates in BS HRM, which should be sustained. Furthermore, the researcher recommends a study to be conducted to determine the level of competence of BS HRM graduates in other competencies not included in this study. Furthermore, other methodology of data gathering and sampling procedures may also be considered for future studies to validate the research findings. BS HRM education and training of JRMSU system should strengthen the adaptation of the competencies stated in the training regulations of the TESDA for the different qualifications such as in food and beverage services, housekeeping, cookery, bartending, front office services, and bread and pastry production since it is considered as highly needed by the industry. Requiring the students to be assessed and certified by TESDA to have National Certificate in the different qualifications/competencies can be considered as a requirement for practicum since this will ensure that the students have acquired the competence and ready in the field of work in the industry, moreover, a study on other competencies needed by the industry not included in this study is also recommended. Furthermore, further studies involving larger and diverse samples to represent the industry are also recommended.

Enhancement of work attitude should be integrated across the discipline of the BS HRM curriculum. Employing teaching strategies that would enhance students' attitudes towards work may also be reinforced. A learning diary or daily journal may also be required during OJT/practicum to monitor the progress of students' skills, knowledge, and attitude. A study to evaluate the BS HRM students' attitude or work attitude inventory, which will serve as the basis for intervention or enhancement, is highly recommended. In addition, the researcher recommends the implementation of the action plan designed to enhance the curriculum of BS HRM, now BS Hospitality Management, which will strengthen the competencies needed by the industry.

TRANSLATIONAL RESEARCH

The result of this study can be translated into brochures, posters, or any information dissemination material to market the important qualities and competence that the BSHRM graduates should possess, and equipped with, to

be ready in the field of work in the hospitality industry. It can also be translated into an institutional policy requiring the BS HRM students to demonstrate all the required competencies and qualities such as a favorable attitude, and etc., inside the classroom, school, field (industry), or in any setting. Furthermore, this can also be translated into a model in enhancing the curriculum of any other discipline, following a research-based approach to curriculum enhancement.

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