

# The Bachelor of Science in Hospitality Management Educator's In the Second District of Albay

CHONA BELGA-GALLAS

<https://orcid.org/0009-0005-7911-6448>  
Bicol College, Daraga, Albay, Philippines

*Corresponding author: [chonabelga@yahoo.com](mailto:chonabelga@yahoo.com)*

Originality 100% • Grammar Check: 95% • Plagiarism: 0%

## ABSTRACT

### **Article history:**

Received: 30 Dec 2024  
Revised: 01 Apr 2025  
Accepted: 10 Jun 2025  
Published: 30 Jun 2025

**Keywords** — Hospitality Management, Educator Competencies, Tourism Education, Professional Development, Albay

This study assesses the competencies of Bachelor of Science in Hospitality Management educators in the Second District of Albay, focusing on their academic profile, professional experience, and proficiency in key competency areas. Specifically, it examines their industry knowledge, pedagogical skills, communication abilities, leadership management, customer service expertise, technology proficiency, research and analytical skills, professionalism and ethics, and mentorship engagement. The research also explores the challenges faced by educators in meeting these competencies and the actions taken to address them. Using a descriptive research design, data was collected through surveys and interviews with educators from various Higher Education Institutions (HEIs) in the district. Findings indicate gaps in research proficiency, technology integration, and industry exposure, which impact the overall effectiveness of teaching in



© Chona Belga-Gallas (2025). Open Access. This article published by JPAIR Institutional Research is licensed under a Creative Commons Attribution-Noncommercial 4.0 International (CC BY-NC 4.0). You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material). Under the following terms, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. To view a copy of this license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

hospitality education. Time constraints, limited professional development opportunities, and lack of institutional support were identified as key challenges. To bridge these gaps, this study proposes a Hospitality Management Educators' Competency Enhancement Framework, emphasizing continuous training, industry immersion, and institutional reforms. The framework aims to develop a more industry-responsive, student-centered, and globally competitive faculty. The study's findings serve as a foundation for enhancing hospitality education and ensuring educators are equipped to meet evolving industry demands.

## INTRODUCTION

Hospitality, in its broadest sense, refers to welcoming, accommodating, entertaining, and feeding travelers and local customers (Cornell University, n.d.). The industry encompasses a wide range of service-oriented businesses. Increasing global travel drives demand for accommodations, dining, and related services (World Travel & Tourism Council, 2025). Consequently, the hospitality market is on a steady upward trajectory (The Business Research Company, 2025). The hospitality industry demands effective educators with technical skills to prepare graduates for employment. Hiring qualified educators is a challenge, but proper selection requires extensive technical expertise and exposure to both sea-base and land-based hotels. Effective educators guide and shape students' interests in the industry (Apritadito & Borbon, 2022).

Hotel managers and educators play a crucial role in developing and delivering high-quality hospitality management curriculums. It must stay current with industry developments, incorporate appropriate skills, and maintain a balance of academic understanding and practical application. The study by Giousmpasoglou and Marinakou (2024) highlights the importance of hotel managers in meeting the challenges of future students and ensuring graduates are job-ready. Educators should use a range of teaching methods, including case studies, simulations, and hands-on activities, to prepare students for the demands of the hospitality business. This collaboration ensures graduates are job-ready and prepared for the future.

The competencies required for educators in Hospitality Management are critical for preparing students to meet the dynamic demands of the industry (Apritadito & Borbon, 2022; Giannotti, 2024). Furthermore, effective leadership is paramount in hospitality education, guiding both curriculum development and student preparedness for a successful career (Del Callar, 2024; Apritadito & Borbon, 2022). Educators must not only demonstrate leadership within their institutions but also equip students with the skills necessary for future leadership

roles in the industry (Giannotti, 2024; Del Callar, 2024). This requires educators to possess strong technical skills relevant to various sectors of hospitality, including food service, lodging management, and event planning, to effectively prepare graduates for the industry's diverse demands (The Business Research Company, 2025; Sarmiento & Layo, 2022). This includes knowledge of industry-specific operations, such as menu planning and hotel management practices (Sarmiento & Layo, 2022).

Strong interpersonal skills are essential for educators to foster collaboration and engagement among students (Del Callar, 2024). Moreover, effective communication is crucial for conveying complex concepts and facilitating discussions that prepare students for real-world interactions, mirroring the vital role these skills play in the hospitality industry itself (Giannotti, 2024; Del Callar, 2024). Educators must be adept at designing curricula that align with industry standards and competencies (Apritado & Borbon, 2022). This involves integrating competency-based education principles to ensure that learning outcomes are measurable and relevant to industry needs, thereby preparing students for successful employment (Del Callar, 2024; Apritado & Borbon, 2022).

The hospitality industry is inherently dynamic, characterized by rapid changes in consumer preferences, technological advancements, and evolving operational practices (Indepth Research Institute, 2023). This dynamism requires hospitality educators to stay continuously updated on emerging trends and changes to ensure that educational programs remain relevant and effectively prepare graduates for employment (Institute of Hospitality, n.d.). Consequently, continuous professional development is essential for educators to maintain the relevance and efficacy of their teaching and curriculum (Institute of Hospitality, n.d.).

Faculty members with industry experience are better able to impart practical knowledge to students and ensure that the curriculum is in line with the changing needs of the hospitality sector. Professional experience in hospitality and tourism management is essential to the effectiveness of these educators. In line with research from the Commission on Higher Education (CHED), which highlights the value of industry experience for faculty members teaching professional courses, faculty members with industry experience can also provide students with real-life case studies, which helps them develop their critical thinking and problem-solving abilities (CHED, 2017).

This study aims to determine the level of competencies and improve the competencies of the educators teaching hospitality management in various skills. Preparation of framework to serve as guide and Curriculum revisions should be

informed by the competencies of the faculty who are teaching it.

The study identifies a gap in the existing literature by aiming to specifically assess the competencies of Bachelor of Science in Hospitality Management (BSHM) educators in the Second District of Albay. While general research on hospitality education competencies exists, this study focuses on a specific geographical area and explores a comprehensive set of competencies, challenges, and proposed actions. The “findings indicate gaps in research proficiency, technology integration, and industry exposure, which impact the overall effectiveness of teaching in hospitality education”. This implies that previous research may not have sufficiently addressed these specific deficiencies within the context of hospitality educators in this particular region. The study also notes that “hiring qualified educators is a challenge, but proper selection requires extensive technical expertise and exposure to both sea-base and land-based hotels”, suggesting a lack of clear guidelines or frameworks for this selection and development process.

The study itself serves as a form of validation research, gathering data to inform the creation of a framework. The methodology outlines the steps taken to ensure the validity and reliability of the data collection process.

To further validate and bolster the proposed Hospitality Management Educators’ Competency Enhancement Framework for curriculum revision and faculty development, a multi-faceted research approach is essential. Initially, the study has implicitly performed a crucial needs assessment and gap analysis by identifying deficiencies in educators’ research proficiency, technology integration, and industry exposure, which directly informs the framework’s components. Building upon this, expert validation is paramount. Engaging a panel of academic specialists in hospitality education and industry professionals, such as hotel managers and tourism officials, to review the framework would ensure its content validity. This process would verify that the identified competencies and enhancement strategies are comprehensive, relevant, and align with current industry demands and best practices. Simultaneously, soliciting direct feedback from educators in the Second District of Albay would establish face validity, confirming the framework’s clarity, practicality, and perceived usefulness, thereby ensuring it addresses their specific needs.

## FRAMEWORK

This framework adapts the objectives of the study specifically to address hospitality management educators. The Job Characteristics Theory was developed by Hackman and Oldham in 1980, where in a proposed five job characteristics,

which argued to enhance the motivational potential of the job and positively influence salient work-related outcomes such as work engagement. Human Capital Theory (HCT) by Gary Becker (1975) emphasizes the importance of skills, knowledge, and experience in the workforce. It suggests that education and training can boost productivity and contribute to economic growth. Challenge and Support Theory (CST), developed by psychologist Nevitt Sanford in 1966, is related/ connected to objective number 3, where the personal growth occurs optimally when individuals experience a balanced combination of challenges and support. The “Adaptation Competency Theory” by Gallas 2025 emphasizes the importance of adaptability as a core competency for educators, especially in dynamic fields like Hospitality Management. Adaptability refers to an educator’s capacity to adapt to changes in curriculum, industry trends, student demographics, technological advancements, and pedagogical approaches. Educators must be lifelong learners, constantly updating their understanding of the hospitality industry and effective teaching methodologies. Educators in BSHM must be able to modify lesson plans, assessment methods, and classroom management techniques to meet diverse student needs and learning environments.

Adaptable educators are also open to new communication technologies and platforms, adapting their leadership approach to different group dynamics and learning activities. They continuously seek out and analyze new research in both hospitality and education, using data to inform their teaching practices and adapt strategies for improved student outcomes. In this study, adaptability acts as the “glue” that allows BSHM educators to effectively apply their knowledge and skills in a constantly shifting landscape. Without adaptability, even highly competent educators risk becoming outdated or ineffective.

## **OBJECTIVES OF THE STUDY**

This study aims to assessment of educator’s competencies in Bachelor of Science in Hospitality Management curriculum within 2<sup>nd</sup> District of Albay. Specifically aims to (1) determine the profile of the educators teaching in the Hospitality Management in terms of Academic Profile; and Professional Experience. (2) Evaluate the current level of competencies among educators in Hospitality Management programs within 2<sup>nd</sup> District of Albay along with (a) Industry knowledge and experience, (b) Academic and pedagogical skills; (c) Communication skills; (d) Leadership and management skills; (e) Customer service expertise; (f) Technology Proficiency; (g) Research and analytical skills; (h) Professionalism and ethics; (i) Mentorship and student engagement. (3) Explore the challenges and action taken by educators in achieving the required

competencies for teaching Hospitality Management in the 2<sup>nd</sup> District of Albay; and lastly, (4) propose Competency Framework to enhance the educator's competencies in the Hospitality Management curriculum.

## **METHODOLOGY**

### **Research Design**

This researcher employed a mixed method, whereby researchers collected and analyzed both quantitative and qualitative data within the same study. Mixed methods research draws on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of their multifaceted research questions. Mixed methods require a purposeful mixing of methods in data collection, data analysis, and interpretation of the evidence. A mixed methods approach is appropriate for answering research questions that neither quantitative nor qualitative methods could answer alone. Mixed methods can be used to gain a better understanding of connections or contradictions between qualitative and quantitative data; they can provide opportunities for participants to have a strong voice and share their experiences across the research process, and they can facilitate different avenues of exploration that enrich the evidence and enable questions to be answered more deeply.

### **Research Site**

The study was conducted at higher education institutions (HEIs) offering the Bachelor of Science in Hospitality Management (BSHM) program within the 2nd district of Albay, Legazpi City, Bicol, Philippines, which is characterized by a significant presence of hospitality institutions. This abundance is likely fueled by the robust tourism sector in the region, driven by notable tourist arrivals and numerous captivating destinations such as the majestic Mayon Volcano, beaches, activities, and cultural heritage sites. The thriving tourism activities create a substantial demand for a skilled workforce in hotels, resorts, restaurants, travel agencies, and other hospitality-related establishments. Consequently, this demand has likely spurred the growth and proliferation of HEIs offering BSHM programs within the 2nd district of Albay, aiming to equip local graduates with the necessary competencies to cater to the needs of this dynamic and economically important industry in the Bicol region.

There may be variations in the curriculum, resources, and faculty qualifications among different institutions within the 2nd District. Some institutions may have limited data or be reluctant to share information. Researchers

adhere to ethical guidelines when conducting studies in educational institutions, including obtaining necessary permissions and ensuring the confidentiality of participants.

### **Respondents of the Study**

The respondents of the study were the educators teaching Hospitality Management, as shown in Table A. There was a total of 7 schools: HEI-1 Bicol College (BC), HEI-2 Divine Word College of Legazpi (DWCL), HEI-3 Mariners Polytechnic Colleges Foundation-Legazpi (MPCF), HEI-4 Tanchuling College, HEI-5 University of Sto. Thomas-Legazpi (UST-L), HEI-6 Southern Luzon Technological College Foundation (SLTCF), and HEI-7 STI-Legazpi. Only three (3) participants per HEI, for there were limited faculty members. The said participants were chosen because they offered a Hospitality Management Program within the Albay District. Other courses were not part of the study.

Based on the provided text, the sample utilized in the study is not fully representative of the entire population of Hospitality Management educators in the Second District of Albay. This is primarily due to the limited number of participants chosen from each Higher Education Institution (HEI), with only three educators selected per HEI because of a perceived scarcity of faculty members. This approach, which appears to be a form of purposive or convenience sampling rather than random selection, may not adequately capture the full spectrum of experiences, qualifications, and challenges present across all institutions or the district as a whole. The study itself acknowledges potential variations in curriculum, resources, and faculty qualifications among different institutions, which might not be sufficiently reflected with such a small sample size per HEI. While the study appropriately targets HEIs offering the Hospitality Management program within the specified district, the implicit non-random selection and limited participant numbers per institution suggest that the findings may not be statistically generalizable to the broader population of educators in the entire 2nd District of Albay.

Regarding compliance with ethics protocols, the provided text does not contain an explicit subsection titled “Ethics Protocol” within the methodology. However, ethical considerations are mentioned and integrated into other sections of the document. Specifically, the “Validation of Instrument” section states that “ethical considerations, including obtaining informed consent and ensuring privacy, were addressed before commencing data collection” and that “Researchers adhere to ethical guidelines when conducting studies in educational institutions, including obtaining necessary permissions and ensuring the confidentiality of participants.” Furthermore, within the “Data Analysis”

section, there is a dedicated paragraph on the ethical considerations of assigning weights to Likert scale points, emphasizing the importance of transparency, informing educators about the weighting system, mitigating researcher bias, and maintaining anonymity and confidentiality to protect participants' privacy and professional standing. Therefore, while ethical considerations were addressed in the research, they are not presented as a standalone, explicit subsection within the methodology.

### **Instrumentation**

The instrument used was a researcher-made questionnaire checklist to gather the needed data. The draft of the questionnaire was drawn up based on the researcher's readings, previous studies, professional literature, and published and unpublished theses relevant to the study.

There were two (2) sets of questionnaires. The first questionnaire focused on a predefined set of answers about academic profile and professional experiences and primarily utilized closed-ended questions in objective number 1. For the academic profile, included multiple-choice questions about the highest level of education attained (e.g., high school, bachelor's degree, master's degree, doctorate), field or specialization of study, additional earned certifications or relevant training, and years of teaching in BSHM. For professional experiences, this section featured questions with limited response options regarding industry of work, years of experience in a particular field (using ranges), position within the industry, and perhaps specific roles held (with a checklist or multiple-choice format) and involvement in partner industries or internships. The advantage of this type of questionnaire is the ease of data analysis and quantification, allowing for statistical comparisons and identification of trends within the collected responses.

Another type of question was the semi-structured questionnaire of objective numbers 2 and 3. A Likert scale was used to assess the competency levels of hospitality management educators. The questionnaire included statements about competencies such as curriculum development, industry connections, pedagogical skills, assessment techniques, and technology integration. The questionnaire also explored the challenges faced by educators in achieving or maintaining these competencies, such as limited resources, lack of professional development opportunities, and keeping pace with industry advancements. The questionnaire also included statements about specific actions taken to overcome these challenges, such as further training, collaboration with industry partners, and adopting new teaching methodologies. The semi-structured aspect was complemented with open-ended questions to provide more detailed explanations

and insights.

The instrument had 3 parts of the questionnaire. The first part of the instrument was about the profile of the educators in terms of their personal and professional profiles. The second part evaluated the competencies of the educators with 9 variables. The third part explored the challenges faced by educators in achieving the required competencies for teaching hospitality management in the 2nd District of Albay. Two sets of questionnaires were prepared. The first questionnaire was about the profile of the respondents, wherein the information about the professional experience and academic.

### **Validation of Instrument**

The process of gathering data typically involves a systematic series of steps to ensure the collection of relevant and reliable information. Initially, researchers clearly defined the research objectives and questions, as these dictated the type of data needed and the most appropriate collection methods. Following this, a detailed research design was developed, outlining the specific procedures, participants, and timelines for data collection. The next crucial step involved selecting or developing the data collection instruments, such as questionnaires, interview protocols, and observation guides, ensuring these tools are valid and reliable for the study's purpose. After the instruments were finalized, ethical considerations, including obtaining informed consent and ensuring privacy, were addressed before commencing data collection. The actual data gathering took place, meticulously following the established protocol. After the data had been collected, the subsequent steps involved organizing, cleaning, and preparing the data for analysis, which included coding qualitative data. Finally, the analyzed data was interpreted in relation to the research questions, and findings were documented and disseminated.

### **Data Analysis**

Application of statistical tools is vital for the accuracy and relevance of the study. The study utilized statistical tools dependent on the nature of the objectives and variables mentioned. In determining the profile of the respondents in terms of personal and professional profile in the 7 institutions offering Hospitality Management in the 2nd District of Albay, the researcher used frequency count.

$$\text{Weighted Mean} = \frac{\sum(\text{Weight} \times \text{Response Value})}{\text{Number of indicators}}$$

Frequency distribution was used to calculate various measures to analyze the given data. Percentage distribution was employed as one in which the specific frequencies of each class are given as a percentage of the total frequency, which is equivalent to 100.

Assigning weights to Likert scale points when evaluating educator competencies introduces a quantitative element to subjective responses, necessitating careful ethical consideration. Transparency is paramount; educators must be fully informed about the weighting system and its rationale to ensure honest participation. Potential researcher bias in assigning weights requires mitigation through clear justification based on pedagogical principles. While weighting allows for statistical analysis, the interpretation of resulting scores should acknowledge the subjective nature of the original responses, avoiding overemphasis on numerical differences. Furthermore, caution is essential when using weighted data for high-stakes decisions, as it should be considered alongside qualitative feedback and other evidence for a holistic evaluation. Maintaining anonymity and confidentiality throughout the process remains crucial to protect the educators' privacy and professional standing.

## RESULTS AND DISCUSSION

### Profile of the Educators Teaching Hospitality Management

**Academic Profile.** Hospitality Management educators across six HEIs primarily hold Master's degrees, showcasing a strong commitment to specialized industry knowledge. While Bachelor's degrees are also common and Doctoral degrees are less frequent, this overall emphasis on advanced education highlights a dedication to enhancing curriculum, academic planning, student engagement, and the quality of hospitality programs in the Bicol region, particularly in the 2nd District of Albay. This academic profile suggests a well-qualified teaching force, though the limited number of doctoral degree holders might impact extensive local research.

In terms of teaching experience, there's a varied distribution. The largest group has 1 to 3 years of experience, indicating a dynamic, newer workforce that can bring fresh perspectives and integrate current industry trends, though they may benefit from continued professional development. A significant portion boasts over 10 years of experience, offering valuable institutional knowledge and stability. Additionally, faculty with 4 to 10 years of experience represent a maturing group with a blend of seasoned insight and evolving teaching methods. While a preference exists for hiring educators with some prior teaching exposure,

the presence of one educator with no prior working experience raises questions about faculty selection and the potential need for industry immersion to bridge theory and practice effectively.

The study indicates that despite having foundational degrees, educators exhibit gaps in research proficiency and technology integration, suggesting a lack of continuous professional development in these vital areas. This static academic profile can impede the incorporation of current industry practices and research into the curriculum. Consequently, the proposed Competency Enhancement Framework is essential to move beyond mere compliance, proactively fostering ongoing development in research and technology to ensure educators are highly proficient and capable of delivering industry-relevant, future-proof hospitality education.

Hospitality Management faculty, in line with CHED guidelines, typically possess a Master's degree in a related field, a Bachelor's in Hospitality Management, and industry experience; part-time roles allow for a Bachelor's alone. Current educators predominantly specialize in Hospitality Management, supplemented by Tourism Management and Business Administration. The lack of primary specialization in Culinary Arts suggests a faculty emphasis on broader management and hospitality operations (CHED, 2017).

***Professional Experience.*** Hospitality Management educators demonstrate diverse practical industry experience, with a notable concentration in Hotel Management and the Restaurant/Food Industry, suggesting a curriculum grounded in core operational aspects relevant to the local tourism and growing food scene in the Bicol region. The most frequent past role cited is "FO Associate and Guests Service Attendant," along with significant experience as "Owner of a Restaurant," "Waiter," and "Professor Bartending/FB Supervisor," indicating strong practical involvement in front-of-house and food and beverage operations.

While this focus equips students with practical knowledge for a substantial portion of the local job market, the relatively lower representation in Travel and Tourism suggests a potential area for curriculum enhancement or additional faculty expertise. The presence of educators with "No Experience" in the industry highlights a need for industry partnerships or professional development to bridge the theory-practice gap for students. Overall, the faculty's experience profile provides a solid foundation in core hospitality operations, with opportunities to diversify expertise in tourism-specific knowledge and ensure all faculty maintain strong links to industry practice.

The professional experience of Hospitality Management educators significantly impacts teaching quality, yet a "gap in industry exposure" means their backgrounds may lack recent engagement with the hospitality sector. This

deficiency can lead to instruction misaligned with real-world practices, hindering student readiness

Zivkovic (2024) highlights that professional experience is crucial in hospitality education, serving as a vital link between theory and practice. Educators are responsible for enhancing learning and developing future industry leaders by aligning curriculum with current industry trends, ensuring students are well-prepared for dynamic careers.

### **Level of competencies among Educators in Hospitality Management programs**

***Industry Knowledge and Experience.*** A study on Hospitality Management educators' competencies across six HEIs found similar scores in professional development, networking, and partnerships. While strengths were noted in staying current with industry advancements and using real-world examples, there's significant room for improvement, particularly in networking and engaging with subject-matter experts. HEI 6 notably excelled in integrating practical knowledge.

The findings suggest a need for other HEIs to enhance networking opportunities for professors to improve educational outcomes and produce better-prepared graduates. Overall, hospitality management instructors show a modest degree of proficiency with institutional variations. To boost hospitality education efficacy and meet evolving industry demands, ongoing professional development, active industry participation, and the incorporation of real-world applications into courses are crucial.

Educators' theoretical understanding may not be matched by current industry involvement, potentially leading to outdated instruction and unprepared students. Such a deficiency negatively impacts teaching effectiveness, as educators may struggle to offer practical insights. Therefore, the proposed Competency Enhancement Framework is vital, as it implies prioritizing ongoing industry immersion to ensure educators continuously update their knowledge and experience, thereby delivering practical, relevant education that boosts student employability. This aligns with Salcedo's (2022) assertion that a strong pool of experts with professional backgrounds and competencies is essential, as students respond well to such teachers.

***Academic and Pedagogical Skills.*** An evaluation of academic and pedagogical skills across six HEIs in hospitality management reveals varied performance, despite strong overall pedagogical skills. HEI 6 consistently excels in areas like depth of knowledge and assessment design, making it a potential benchmark for best practices in hospitality education, particularly in aligning

course content with industry standards and designing reliable assessments.

However, areas like assessment reliability and course content organization require targeted improvement across several institutions, especially HEI 2 and HEI 5. The lower scores in assessment design, in particular, highlight a need for enhancement. Academic proficiency ensures deep subject knowledge, strong pedagogical skills are crucial for effectively conveying this knowledge, engaging students, and adapting teaching methods. Deficiencies in these areas can lead to ineffective instruction and compromised learning outcomes.

This aligns with Kunwar and Ulak (2023), who emphasize the importance of personal development for educators to improve performance and professionalism in tourism, and Gonzales et al. (2023), who state that assessing hospitality competencies enhances graduates' knowledge and skills, ensuring alignment with industry expectations.

**Communication Skills.** The assessment of communication skills across six Higher Education Institutions (HEIs) reveals varying levels of proficiency in these areas. The highest score was given to HEI 6 for Clarity of Information Delivery (4.00), indicating their ability to convey information clearly and succinctly. HEI 5 scored the lowest (3.00), while HEI 6 excelled in Fostering Interactive Discussions (4.00), demonstrating strong skills in promoting student engagement and feedback. The study highlights the importance of teachers' communication abilities in various fields, such as hospitality, and the need for universities to improve students' professional abilities, particularly in English, for the globalized workforce.

Conversely, poor communication can cause misunderstandings, disengagement, and inadequate student preparation for the industry's demands. Therefore, the proposed Competency Enhancement Framework should emphasize continuous development of communication skills to ensure educators can effectively convey knowledge, inspire students, and exemplify essential interpersonal abilities for success in hospitality.

**Leadership and Management Skills.** The evaluation of leadership and management skills across six Higher Education Institutions (HEIs) reveals strengths and weaknesses in various aspects. These organizations have effective leadership that enhances program results and student development. Making wise decisions is crucial in educational settings, leading to better learning environments and higher academic achievement. HEI 6 efficiently manages activities and resources, demonstrating excellent ability to resolve disputes. The data underscores the critical role of effective leadership in enhancing educational outcomes and institutional success, while highlighting areas for improvement through strategic professional development initiatives. Strong leadership capabilities, effective

decision-making, strategic planning, resource management, conflict resolution skills, and collaboration among faculty members are essential. This study assesses the most prevalent leadership style among professors implementing leadership pedagogy in the classroom.

Identifying “leadership management” as a key competency highlights its importance beyond administration; strong leadership guides and inspires students, while robust management skills enable efficient classroom organization and practical project oversight. Thus, the Competency Enhancement Framework is crucial for developing these skills in educators, ensuring they model and cultivate essential leadership and management attributes in students, contributing to well-rounded hospitality professionals.

**Customer Service Expertise.** An evaluation of academic and pedagogical skills across six HEIs in hospitality management reveals varying levels of performance, despite generally strong pedagogical foundations. HEI 6 stands out as a consistent top performer, particularly in depth of knowledge and assessment design, making it a potential benchmark for best practices in hospitality education by effectively aligning course content with industry standards and creating reliable assessments.

However, several institutions, notably HEI 2 and HEI 5, show opportunities for improvement in assessment reliability and course content organization. This highlights a need for targeted enhancements in these areas. The findings align with research by Kunwar and Ulak (2023), who stress the importance of personal development for educators, and Gonzales et al. (2023), who emphasize that assessing hospitality competencies is vital for graduates to meet industry expectations.

**Technology Proficiency.** The Technology Proficiency of faculty members across six Higher Education Institutions (HEI 1-6) and a Weighted Mean (WM) score for each indicator. The data is crucial for understanding the current state of technology integration in the hospitality education sector and identifying areas for improvement. The table shows that HEI 6 consistently demonstrates the highest proficiency levels across most indicators, indicating a strong emphasis on technology integration in their educational practices. HEI 4 shows particular strength in adaptability to emerging technologies, scoring 4.00, highlighting their commitment to staying current with technological advancements. HEI 2 excels in utilizing learning management systems, achieving a score of 3.75. Digital communication and engagement are strong areas across most HEIs, with an average score of 3.59. Data management and analysis also show good proficiency levels, particularly in HEI 6 and HEI 2, suggesting a focus on data-driven decision-making.

Proficiency in using hospitality management software shows some room for improvement, with the lowest average score of 2.93. Institutions should offer tailored training programs to address specific areas of weakness, such as hospitality management software proficiency and emerging technology integration. Regularly assessing technology proficiency levels to track progress, identify emerging needs, and ensure faculty members have the necessary skills and support to leverage technology effectively in education is essential.

**Research and Analytical Skills.** Research and analytical skills are vital for HEI faculty, impacting education quality and knowledge advancement. A study across six HEIs found generally positive faculty competence in designing research and analyzing complex information. However, there are weaknesses in applying research insights to real-world problems and publishing findings. HEI 6 consistently demonstrates higher research skill proficiency, suggesting a stronger institutional focus in this area.

To enhance teacher effectiveness and academic quality, institutions should implement specialized training, workshops, mentorship, and support research projects, fostering a collaborative research culture. HEIs with lower scores need to evaluate their research support systems, including resources, funding, and industry partnerships. Overall, targeted efforts are needed to boost these proficiencies, emphasizing professional development, institutional support, and a strong research culture to improve education quality, academic standing, student outcomes, and societal impact. This research capacity is also crucial for curriculum development and the professional growth of both teaching and non-teaching staff.

**Professionalism and Ethics.** The Professionalism and Ethics scores of faculty members across six Higher Education Institutions (HEI 1-6) and a Weighted Mean (WM) score for each indicator. This data is crucial for understanding the ethical climate within each institution and identifying areas for improvement in faculty professional development. The data can be used to inform the development of professional development programs, support faculty training initiatives, and enhance ethical standards and professional conduct within the hospitality education sector. The average score across HEIs for commitment to ethical guidelines is 3.58, indicating a general adherence to ethical standards but with room for improvement. The highest average score of 3.74 reflects a strong emphasis on honesty and transparency in professional activities. The average score of 3.63 shows that HEIs are actively fostering inclusive environments but need to focus on enhancing reliability in commitments. The average score of 3.65 suggests that further training may be beneficial in handling sensitive information respectfully.

**Mentorship and Student Engagement.** A study on student participation and mentorship in six HEIs' hospitality programs reveals a strong emphasis on student engagement through interactive teaching and individualized guidance, with high ratings for instructor accessibility and rapport-building. However, providing customized feedback received the lowest average score, indicating a key area for improvement in delivering tailored support to students.

The findings suggest that HEIs might not be fully meeting student needs in feedback mechanisms, underscoring the necessity for more organized feedback systems focused on individual student development. Effective mentorship is crucial for students' professional development, career choices, and integration into the hospitality industry, boosting their confidence and workforce readiness. Ultimately, teachers' active involvement in the teaching and learning process is central to guiding and engaging students effectively.

### **Explore the challenges and action taken by educators in achieving the required competencies for teaching Hospitality Management in the 2<sup>nd</sup> District of Albay**

**Challenges by educators.** They find it difficult to keep pace with the industry's rapid changes, leading to concerns about outdated knowledge. A lack of professional networks and limited opportunities for industry engagement further hinder their access to current insights. Educators also struggle to integrate theory with practice, potentially impacting students' understanding of real-world scenarios. Additionally, the varying experience levels among students pose a challenge in tailoring instruction effectively.

These findings suggest that Higher Education Institutions (HEIs) must proactively support their hospitality faculty through continuous professional development, facilitated industry networking, and encouragement of practical engagement. This is crucial to ensure educators' knowledge remains current and relevant for preparing students for both local and global hospitality industries. This aligns with research by Phi (2021) on the importance of soft skills in hospitality and by Marneros et al. (2021) who emphasizes the need for improved hotel management education and training.

Hospitality management educators identify a critical need for ongoing training and support to enhance their teaching practices, adapt to new educational approaches, and stay updated on methodologies. They also face difficulties in designing inclusive, industry-aligned curricula, managing diverse classrooms, and developing effective assessment tools, indicating potential resource limitations and preparedness gaps. Addressing these challenges through continuous professional

development in pedagogy, curriculum design, classroom management, and assessment strategies is crucial for Higher Education Institutions (HEIs) to improve instructional quality, better align programs with industry needs, and ultimately enhance learning outcomes for hospitality management students in the Bicol region. This aligns with the broader understanding that teachers require strong support to navigate evolving educational demands and achieve their professional goals.

Educators generally agree they face challenges related to communication skills. Specifically, they find it difficult to use digital communication tools effectively and acknowledge the potential for miscommunication due to ambiguous language and diverse communication preferences. They also note a lack of structured opportunities for student feedback and difficulty communicating with students who have varying proficiencies in the primary language of instruction (likely English or Filipino in the Bicol region). These findings suggest a need for better training and support in digital communication, strategies to enhance clarity and cultural sensitivity, and improved feedback mechanisms to address student concerns and linguistic diversity.

Hospitality management educators face dual challenges in their teaching roles: communication and leadership/management. In communication, they struggle with digital tools, ambiguous language, diverse communication preferences, a lack of structured student feedback, and linguistic proficiency differences among students. These issues highlight a need for professional development and institutional support to improve communication effectiveness. Concurrently, educators report challenges in leadership and management, including limited prior leadership experience, staff resistance to change, difficulties balancing administrative and teaching duties, insufficient formal training in these areas, and the complexities of managing diverse faculty. These insights collectively point to critical areas for targeted professional development to enhance overall program quality in hospitality management.

Hospitality management educators consistently report significant challenges in their customer service expertise, citing rising expectations, insufficient formal training, difficulties in conflict resolution, and the complexity of addressing diverse student needs. This is compounded by limited time for personalized interactions due to heavy workloads, which impedes relationship building and individualized attention. To address these issues, institutions should prioritize targeted professional development in customer service, conflict resolution, and culturally responsive communication, alongside reviewing workload distribution and support systems. This aligns with research emphasizing continuous professional development as vital for quality education, particularly given

constraints like budget limitations and curriculum pressures, as its absence leads to less efficient instruction and diversified teaching methods.

Technology integration is hampered by its rapid evolution, access issues, and teacher apprehension, further complicated by disparities in students' digital literacy and internet connectivity, as noted by Apritado and Borbon (2022). This necessitates institutional investment in resources, professional development, and strategies to bridge the digital divide for a technologically inclusive learning environment. Concurrently, educators in Hospitality Management encounter obstacles in research and analytical skills, including difficulty obtaining research resources, a lack of formal training in methodologies, time constraints from multiple responsibilities, challenges with large datasets, and difficulties adapting to new research technologies. Addressing these multifaceted challenges is crucial for fostering a technologically proficient teaching force and enhancing educators' research capabilities within hospitality management programs.

Significant impediments hinder their research and analytical capabilities, primarily due to severe time constraints from balancing multiple responsibilities. This is compounded by a lack of formal training in research methodologies and statistical analysis, difficulties in managing complex data, challenges in adapting to new research technologies, and limited access to research materials and funding. These findings underscore a critical need for institutional support, including providing protected time for research, offering targeted professional development in methodologies and data analysis, improving access to resources and funding, and facilitating training on new technologies. Addressing these multifaceted barriers is essential to cultivate a research-active educational community that contributes to knowledge creation and evidence-based practices, aligning with Vergara and Sublay's (2024) observation that heavy workloads, lack of support, and insufficient skills often discourage teachers from research engagement.

Several challenges to their professionalism and ethical conduct, agree that a lack of formal training in ethical principles (AWM: 2.89), insufficient institutional policies or unclear expectations regarding ethical behavior (AWM: 2.81), and the complexities of navigating varying ethical norms among diverse students and colleagues (AWM: 2.70) are significant concerns. Furthermore, they acknowledge the potential for personal interests to compromise professional decisions (AWM: 2.51) and experience pressure to lower ethical standards (AWM: 2.60). These findings suggest a need for proactive institutional measures, including comprehensive ethical guidelines and professional development programs, to foster a stronger ethical culture and address potential conflicts of interest, aligning with Frianeza et al. (2024) emphasis on continuous professional development for quality education amidst systemic challenges.

Challenges in providing effective mentorship and fostering strong student engagement. These challenges are primarily due to overwhelming student numbers, difficulty balancing teaching, administrative tasks, and mentorship duties, which limits individualized attention. Additionally, educators struggle with varying levels of student motivation and engagement, often lacking sufficient institutional resources to support these crucial aspects of student development. Barriers such as cultural differences and generational gaps further hinder strong mentor-student relationships. These findings highlight a critical need for institutional interventions, including reducing student-to-educator ratios, dedicating specific time for mentorship, bolstering student support services, and offering targeted professional development in mentorship and engagement techniques. Such strategies are essential to cultivate a more supportive and enriching learning environment that promotes student success and well-being, similar to how Baluyos et al. (2024) recommend support mechanisms like mentoring and feedback for cooperating teachers in Ozamiz City facing challenges with pre-service teachers.

**Effectiveness of Action.** The effectiveness of action refers to the degree to which specific actions or interventions achieve their intended outcomes. In educational contexts, particularly within hospitality management programs, assessing the effectiveness of action is crucial for determining whether teaching strategies, curricula, and administrative decisions lead to successful student learning and overall program success.

**Industry Knowledge and Experience.** The hospitality sector is rapidly evolving, necessitating educators to stay updated in various aspects. To enhance their effectiveness, educators should engage in ongoing professional development and engage with the industry. They are actively seeking connections within the industry, obtaining industry certifications, and building industry partnerships with local businesses. Participation in professional development programs is moderate, but there is room for improvement in teaching methodologies and staying updated with industry trends. Institutions should focus on fostering a culture of continuous learning through more resources and incentives.

The study highlights the need for hospitality management programs to evolve continuously in response to industry demands. By aligning curricula with employer expectations, investing in professional development, strengthening industry partnerships, enhancing research engagement, and adapting to technological changes, educational institutions can significantly improve the quality of hospitality education. This proactive approach will lead to better-prepared graduates who can thrive in the competitive hospitality landscape.

**Academic and Pedagogical Skills.** The study reveals that hospitality

management educators are committed to professional development, focusing on active learning techniques, technology integration, self-reflection, and collaboration. However, there are areas for improvement, particularly in enhancing reflective practices and fostering greater collaboration among faculty members. The data shows that educators are actively participating in Continuous Professional Development to improve teaching strategies, assessment methods, and curriculum development. However, some institutions need more encouragement or access to professional development opportunities. Active learning techniques are being used to foster student engagement and critical thinking skills in hospitality education. Educational technologies like Learning Management Systems and virtual simulations are moderately integrated into teaching practices. The study suggests that institutions should encourage more structured reflection processes and promote a culture of collaboration through peer observations and team teaching to enhance overall educational quality. Additionally, the study suggests that understanding and developing human capital would benefit the tourism industry, and the industry should improve its standards and expectations.

**Communication Skills.** The study on communication skills among hospitality management educators reveals moderate engagement in communication workshops, with higher participation in institutions like HEI 4. However, there is potential for improvement. Educators actively seek student feedback on teaching methods and communication styles, using diverse methods to cater to different learning styles. Modeling effective communication and facilitating group discussions are high-scoring indicators. Targeted efforts to improve participation and diversify communication methods could enhance educational effectiveness in hospitality management programs. The study highlights the need for more opportunities and incentives for training programs to enhance communication effectiveness with students and colleagues. However, not all institutions are fully utilizing these methods, indicating a need for further training and resources. Addressing these areas can ensure graduates possess the necessary communication skills to thrive in a competitive and customer-focused industry.

**Leadership and Management Skills.** The study reveals that hospitality management educators are effectively mentoring students and engaging in self-assessment practices, which are crucial for developing future leaders. However, there is a need for enhanced participation in leadership training programs and more robust implementation of student-led initiatives. Educators are committed to mentoring and coaching students, focusing on developing leadership qualities for future success. However, participation in leadership training programs

is moderate, with some institutions showing strong engagement. Creating collaborative learning environments is generally successful, but variability across institutions suggests additional support or resources may be needed. Implementing student-led initiatives is the least committed indicator, with a score of 3.50, indicating a positive commitment to encouraging students to take on leadership roles. This suggests that educational institutions need to enhance mentorship, reflective practices, professional development, collaboration, and student empowerment to cultivate leadership capabilities among both educators and students in hospitality management programs.

**Customer Service Expertise.** The hospitality management educators are effective in preparing students for real-world customer service scenarios by using real-world scenarios and industry partnerships. They actively collaborate with local businesses to provide practical exposure through internships, guest lectures, or site visits. The table also indicates that educators collect feedback from students and industry partners to refine teaching strategies and improve instructional quality. The lowest AWM of 3.41 suggests moderate participation in industry-focused training. Integrating practical learning methods like role-playing exercises and industry collaborations into hospitality management education can improve student readiness for customer service roles. Institutions should offer professional development opportunities, strengthen partnerships with local businesses, and encourage continuous feedback to refine teaching strategies.

**Technology Proficiency.** The data shows on the technology proficiency of Hospitality Management educators across six Higher Education Institutions (HEIs). It suggests that institutions should increase access to professional development, promote collaboration, and stay informed about emerging trends in hospitality technology to enhance proficiency and ensure curriculum alignment with industry standards. Educators are effectively integrating technology into teaching practices, such as simulation software and online booking systems, to familiarize students with industry tools and enhance their readiness for real-world applications. Moderate participation in professional development workshops focused on the latest hospitality technologies is observed, with an average score of 3.43. Encouraging collaborative projects, staying updated with emerging trends, and creating a technology-enriched learning environment are important indicators. However, more opportunities or incentives may be needed for increased participation in training programs.

**Research and Analytical Skills.** The study examines the research and analytical skills of hospitality management educators, focusing on five key indicators. It found that educators are moderately engaged in activities that enhance research and analytical skills. The highest score for incorporating research

projects into the curriculum was 3.44, demonstrating a strong commitment to providing students with hands-on experience. Collaboration initiatives and publishing research findings were also emphasized, fostering teamwork, critical thinking, and evidence-based practices. However, lower scores for methodology training and data analysis software usage indicated areas for improvement. The study suggests workshops on advanced research methodologies, expanded collaborative initiatives, and increased engagement from educators in publishing findings. Teachers face challenges in research engagement due to heavy workloads, lack of support, limited knowledge, fear of rejection, and insufficient skills.

**Professionalism and Ethics.** The study examines the commitment of hospitality management educators to integrating ethical principles into their teaching practices. It reveals that while some institutions incorporate ethics education into their curriculum, there is variability across institutions. Institutions with high scores for ethics education show a strong emphasis on the subject, while those with low scores may lack emphasis on formal ethics education. The study emphasizes the importance of active learning, fostering critical thinking and reasoning skills, and continuous professional development for educators. It suggests a need for a standardized approach to ethics education, as current variability may result in graduates with varying levels of ethical awareness and preparedness.

The study suggests that institutions should review their current curriculum and pedagogical approaches to strengthen and integrate ethics education. This could involve dedicated ethics courses, embedding ethical considerations within existing subjects, or developing co-curricular activities. Institutions should benchmark against best practices, explore innovative teaching methods, and ensure ethics education remains relevant to societal and professional challenges. The low score on mentorship suggests that even high-performing institutions could benefit from developing or enhancing mentorship opportunities.

**Mentorship and Student Engagement.** The study explores the role of mentorship and student engagement in hospitality management education. It highlights the importance of mentorship, active learning, continuous feedback, student leadership, and technology integration in enhancing student experience and preparing graduates for successful careers. The study highlights strengths in creating interactive learning experiences, providing regular feedback, and developing personalized mentorship programs. However, it also suggests areas for improvement, such as encouraging student-led initiatives and optimizing technology use for engagement. Institutions need to ensure consistent implementation of leadership roles in events and workshops, and leverage digital platforms to foster collaboration and engagement. The findings suggest

that while hospitality management educators are effectively implementing strategies to enhance mentorship and student engagement, more attention is needed to encourage more student-led initiatives and optimize technology use for engagement. Support mechanisms like mentoring, feedback, and community practice engagement are recommended to help students thrive in a dynamic professional landscape.

### **Competency Framework to enhance the educator's competencies in the Hospitality Management curriculum.**

A Competency Framework is a crucial tool for enhancing the effectiveness of educators in the hospitality management curriculum. It provides a structured blueprint outlining essential knowledge, skills, and attitudes that educators must possess and continuously develop to ensure the program remains relevant, engaging, and prepares graduates for success in a dynamic global landscape. By identifying and articulating these core competencies, the framework provides a foundation for targeted professional development, curriculum enhancement, and ultimately, the delivery of high-quality hospitality management education.

The framework defines competency in each area, providing educators with a standard for self-assessment and professional development planning. It enables institutions to create and deliver targeted professional development programs, focusing on improving specialized abilities such as pedagogical approaches, research methodology, or technology integration relevant to hospitality management. During the employment process, the framework helps identify applicants who possess the necessary abilities, promoting fairness and openness. A well-defined competence framework ensures that educators have the essential industry knowledge and abilities to present a curriculum that is current, relevant, and in line with industry requirements. This promotes a culture of ongoing learning and development among instructors, leading to better student learning outcomes.

The framework for Hospitality Management Program aims to create an excellence culture by requiring educators with excellent academic and pedagogical abilities, technology competency, and engaging teaching approaches. It emphasizes professionalism and ethics, with strong research and analytical abilities, leadership qualities, and mentorship skills. Effective communication is crucial, with clear interactions with students, coworkers, and industry experts. Overall, a well-designed and executed competence framework is critical for improving the different capabilities of instructors in a Hospitality Management curriculum.

## CONCLUSIONS

Hospitality management education attracts individuals with advanced academic credentials, particularly Master's degrees. The field has diverse educators with interdisciplinary backgrounds, enhancing students' educational journey. Instructors have one to three years of experience, demonstrating a dynamic pedagogical environment. Most participants have direct professional experience, demonstrating a multifaceted understanding of the field. Higher Education Institutions are improving hospitality management education by integrating industry engagement, technology integration, communication skills, and customer service. However, there is a need for more emphasis on industry research, pedagogical collaboration, and advanced research skills. BSHM educators face challenges in keeping up with technological advancements, addressing diverse learning styles, managing workload, and ensuring curriculum relevance.

In conclusion, while the study reveals a foundation of advanced academic credentials, particularly Master's degrees, and diverse interdisciplinary backgrounds among educators, alongside professional experience demonstrating a multifaceted understanding of the field, crucial areas for improvement persist. Higher Education Institutions are making strides in integrating industry engagement, technology, communication skills, and customer service into hospitality management education. However, the findings decisively point to a persistent need for greater emphasis on industry research, pedagogical collaboration, and advanced research skills among educators. This aligns directly with the identified gaps in research proficiency and technology integration mentioned earlier in the study. Furthermore, the challenges articulated by BSHM educators—including the rapid pace of technological advancements, the complexities of addressing diverse learning styles, managing heavy workloads, and ensuring curriculum relevance—underscore the practical hurdles to achieving comprehensive competency. Therefore, the proposed Hospitality Management Educators' Competency Enhancement Framework becomes not just a recommendation but a critical necessity. Its implementation is paramount to systematically address these identified gaps and challenges, fostering continuous training, facilitating meaningful industry immersion, and enacting institutional reforms. This strategic approach is essential to transform the faculty into a more industry-responsive, student-centered, and globally competitive force, ultimately ensuring that hospitality graduates are exceptionally well-prepared for the evolving demands of the global industry.

## TRANSLATIONAL RESEARCH

The core of this translational effort would involve designing and implementing a targeted professional development and industry immersion program for these educators. This program would be meticulously crafted in collaboration with local hospitality stakeholders—such as hotel managers, restaurateurs, and tourism officials in Albay—to ensure its curriculum directly reflects current industry demands and best practices. The efficacy of this intervention would then be rigorously evaluated, measuring its impact on educators’ updated competencies, the enhanced practical skills of their students, and ultimately, the improved readiness of graduates for employment within Albay’s dynamic hospitality sector. The findings from this translational research would not merely remain academic; they would serve as concrete, evidence-based recommendations for educational policy, curriculum adjustments, and sustainable professional development frameworks to be adopted by local higher education institutions and potentially even endorsed by the Commission on Higher Education (CHED) in the Bicol region, thereby directly strengthening the local workforce and contributing to Albay’s tourism economy.

**Author contribution:** CHONA BELGA-GALLAS Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing Original Draft, Review, and Editing, Supervision

**Funding:** This research received no external funding.

**Institutional Review Board (IRB) Statement:** Not Applicable.

**Informed Consent Statement:** The ethical consideration of this research was obtained through writing duly approved by the institutions and confirmed by the respondents.

**Data Availability Statement:** No new data was created.

**Conflict of Interest:** The authors declare no conflict of interest.

## LITERATURE CITED

Apritado, J. M., & Borbon, N. M. D. (2022). Challenges and Opportunities in the Hospitality and Tourism Education: A Phenomenological Study. *Asia Pacific Journal of Educational Perspective*, 9(1), 36-44. <https://research.lpubatangas.edu.ph/wp-content/uploads/2022/09/5-APJEP-2022-41-Apritado-and-Borbon-1.pdf>

- Baluyos, G. R., Clarin, A. S., Bazar, J. S., Enerio Jr, A. T., Edullantes, M. P., & DepEd, O. C. P. (2024). Uncovering the Challenges of Cooperating Teachers in Shaping Pre-Service Teachers: A Case Study.
- Becker, G. S. (2002). Human capital. *The concise encyclopedia of economics*, 2, 1-12.
- Commission on Higher Education. (2017). CHED Memorandum Order No. 62, Series of 2017: Policies, standards, and guidelines for Bachelor of Science in Hospitality Management and Bachelor of Science in Tourism Management programs. Commission on Higher Education. <https://ched.gov.ph>
- Cornell University. (n.d.). What is Hospitality Management? Career Opportunities. Nolan Cornell SC Johnson College of Business. <https://sha.cornell.edu/admissions-programs/undergraduate/careers/what-is-hospitality-management/>
- Del Callar, R. (2024, June 19). Tourism and Hospitality Education: Best Practices for Instruction. *Lyceum of the Philippines University Cavite*. <https://cavite.lpu.edu.ph/teaching-commons/teaching-commons-articles/tourism-and-hospitality-education-best-practices-for-instruction/>
- Frianeza, E. D., Maravilla, H. D., Relox, R. D., Dagaraga, S. J. S. L., Cruz, C. A. D., Solomon, E. H., & Mohammad, N. K. (2024). Challenges in the Philippine Educational System and its Impact Towards Teachers' Instruction Strategies and Professional Growth. *Journal of Pedagogy and Education Science*, 3(01), 63-71.
- Giannotti, F. (2024). Mastering essential hospitality soft skills: Insights from EHL Experts. Artikkel. 31.5.2024. <https://hospitalityinsights.ehl.edu/top-10-soft-skills-hospitality-tourism>. Viitattu 25.2.2025.
- Giousmpasoglou, C., & Marinakou, E. (2024). Diversity and Gender Issues in Hotel Management. In *The Contemporary Hotel Industry: A People Management Perspective* (pp. 187-212). Cham: Springer International Publishing.
- Gonzales, P. A. M., Balahadia, L. S., & Resaba, J. O. Assessment of Hospitality Competence of BSHM graduates of BSU-JPLPC MALVAR.

- Indepth Research Institute. (2023, December 8). Lifelong Learning: Staying Relevant in Hospitality. <https://indepthresearch.org/blog/lifelong-learning-staying-relevant-in-hospitality/>
- Institute of Hospitality. (n.d.). Continuing Professional Development (CPD). <https://www.instituteofhospitality.org/professional-development/record-your-cpd/>
- Kunwar, R. R., & Ulak, N. (2023). Tourism and Hospitality: Academia and Industry Interface. *Journal of Tourism & Adventure*, 6(1), 104-139.
- Marneros, S., Papageorgiou, G., & Efstathiades, A. (2021). Examining the core competencies for success in the hotel industry: The case of Cyprus. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100303.
- Salcedo, M. M. M. (2022). Pedagogical Practices of Hospitality Management Faculty Members. *International Journal of Multidisciplinary Research and Analysis*. 05(10):2725-2739. DOI: 10.47191/ijmra/v5-i10-22
- Sanford, N. (1966). Self and society: Social change and individual development. New York: Atherton.
- Sarmiento, A. P., & Layo, P. D. F. S. (2022). The Competency Assessment of Hospitality Management Educators and the Hospitality Industry. *Age*, 22(35), 39-49.
- The Business Research Company. (2025, January). Hospitality Global Market Report 2025 – By Type (Non-Residential Accommodation Services, Food and Beverage Services), By Ownership (Chained, Standalone) – Market Size, Trends, and Global Forecast 2025-2034. <https://www.thebusinessresearchcompany.com/report/hospitality-global-market-report>
- Vergara, L., & Sublay, E. (2024). Teachers' Challenges in Research Engagement: Basis for a Proposed Technical Assistance Plan. *JPAIR Multidisciplinary Research*, 58(1), 1-13.
- World Travel & Tourism Council. (2025, April 9). Global Travel & Tourism is Strong Despite Economic Headwinds. <https://wttc.org/news/global-travel-and-tourism-is-strong-despite-economic-headwinds>

Zivkovic, P. (2024). How hospitality leaders shape the next generation. *EHL Insights*. <https://hospitalityinsights.ehl.edu/hospitality-leaders-shape-next-generation>