

Predictors of Employability of Tourism Management Graduate

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INTRODUCTION

Tourism is one of the world's largest and fastest-growing industries, per the World Tourism Organization, accounting for more than 10% of the Global GDP and supporting one in every ten jobs globally (World Travel & Tourism Council, 2019). The tourism sector has witnessed massive growth and change over the past few years, which has led to a critical analysis of the determinants of the employability of its graduates. As the face of tourism shifts with advances in technology, consumer tastes, and global issues, it is necessary to recognize what skills and traits make an individual more job-ready in this rapidly changing industry.

The job market landscape, however, is more dynamic than ever, and it is evolving due to globalization, automation, and recent advances in artificial Intelligence. Identifying the significant factors affecting employability, as well as the requirements of the new job market, can tremendously help all stakeholders (Mezhoudi et al., 2021).

Evidence suggests that in addition to academic education, critical employability skills consist of soft skills such as communication, flexibility, and problem-solving capabilities, which employers in the tourism and hospitality industries increasingly recognize as necessary (Mohanty and Mohanty, 2019). Recognized that many employers prioritize such soft skills more than technical knowledge, and with this, an indicated need for more focus on experiential education and individual development in tourism training programs.

The employability of graduates has been an area of interest for academia and the industry for quite some time, with different research studies emphasizing those factors that enhance a graduate's chances of employability. Examining the functions of education, skills, experience, and industry trends, offers an understanding of what renders job seekers competitive in the tourism employment arena. Employability within the tourism industry extends beyond a degree, with employers increasingly placing value on real-world experience, skills, and flexibility to the dynamic forces of the industry. Where there has been a rise in educational courses tied to tourism, a disturbing number of graduates enter the employment arena with insufficient preparation. Which abilities do employers place the most value upon? How is hands-on experience used in decisions to recruit or not recruit someone? By asking these questions, we seek to shed light on the roads to success within a sector that not only withstands but also basks in possibility.

The learning from this work will be beyond price for graduates and teaching institutions in preparing future tourism leaders. This research on the predictors of tourism management graduates' employability at the University of La Salette, Inc. is to determine and analyze the most influential factors that determine a person's employability to secure and perform the roles in tourism-related employment. This study aims to provide complete insight into what maximizes job readiness in the tourism industry.

Furthermore, the research aims to fill the gap between educational preparation and business requirements, providing practical recommendations for schools and policymakers. In the end, this research hopes to equip graduates with the information and skills required to cope with the changing employment environment in tourism. This research is relevant to the challenges tourism graduates from the University of La Salette, Inc. face in securing employment. It offers data that can help bridge the knowledge gap between academic preparation and expectations from the tourism industry. The study attests to the alignment of the education programs with the desired skills and competencies that employers require by defining key situations that enhance preparation

for work. The study can help educational institutions upgrade their programs to prepare graduates for the dynamic tourism industry. The study also offers vital information to the graduates, enabling them to perform in the labor market and effectively meet the industry's needs.

Background of the Study

Graduate employability has become a global concern currently. Higher Education Institutions (HEIs), human resource managers, and policymakers are keen to find answers for factors contributing to employability (Saeed et al., 2023). The employability of graduates in tourism management is a matter of concern in an industry vital to economic growth across the globe. Even with the attractive job opportunities in the tourism industry, graduates often find it challenging to secure employment, highlighting the lack of alignment between academic orientation and employer needs. It is vital to hold the employability drivers for these graduates to address the issue of educational courses aligning with business needs and enrolling students into the workforce.

Employability of tourism management graduates is a matter of utmost concern for institutions of learning, employers, and graduates. The tourism sector, as one of the fastest-growing sectors in the world, has a broad array of career opportunities. The fast-paced and competitive environment of the industry also implies that finding Employment may be difficult for new graduates. Thus, academic and industry stakeholders must know the factors affecting the employability of tourism management graduates.

Despite the growth in tourism employment worldwide, the sector has been faced with the challenge of attracting and retaining quality employees, resulting in a scarcity of skilled staff to meet the needs of an increasing number of tourism-related businesses. Many graduates do not enter the sector for employment due to inaccurate expectations and perceptions of the industry (Stemele & Sucheran, 2021)

According to Maraña et al. (2024), employability status monitoring is essential to evaluate the quality of education offered by higher education institutions. Research indicates the significance of following the employment outcomes to establish the effectiveness of education programs. The contribution of higher education to nation-building and economic development is vital as institutions strive to prepare students with the skills needed for improved employment opportunities after graduation.

Despite the increasing literature on employability within higher education, limited attention is given to tourism graduates. Furthermore, experiential learning acquired through internships and industry placements is essential to develop employability. Huang and Baker (2021) emphasize that real-world experiences allow graduates to apply theoretical knowledge and develop industry-relevant skills, making them more attractive to potential employers.

Examining the determinants of employability for graduates in tourism management is especially appropriate given the nature of recent international challenges that have significantly impacted the sector. The determinants of employability would help educational institutions adjust their programs to suit students better for entry into the dynamic labor market. This research will also offer guidance on the skills employers' value most within the industry.

The specific problem of this study seeks to address the lack of development of the university's curriculum and career services that will help the student achieve employability after graduating. This research aims to identify the key factors influencing employability and assess how well academic programs prepare students for the workforce.

The primary objective of this study is to investigate the predictors of employability among graduates in tourism management. It will explore how academic preparation, work experience, and skills influence employability outcomes. One of the hypotheses is that graduates who participate in internships and additional training programs will have higher levels of employability than non-participants.

Research Questions

1. What is the profile of the respondents in terms of:

- 1.1. Age
- 1.2. Sex
- 1.3. Civil Status
- 1.4. Education Attainment
- 1.5. Religion
- 1.6. Employment

2. What is the level of employability skills of the respondents in terms of critical thinking and professional skills, personality traits, and communication?
3. Is there any significant difference when you group according to the respondents' critical thinking and professional skills, personality traits and communication, and demographic profile?

Hypothesis

1. There is no significant difference when you group according to the respondents' critical thinking and professional skills, personality traits and communication, and demographic profile.

Significance of the Study

This study aims to identify the predictors of the employability of tourism graduates at the University of La Salette, Inc. The findings of this research will contribute to a deeper understanding and offer insights for improving the employability of these graduates. Upon achieving its objectives, this study seeks to provide the following benefits:

Teachers, they are the one who develop their students; they are the most critical component in the learning process of an individual. The shared experience by the teachers would serve as feedback for students' development.

Students, this study may help students further broaden their knowledge about the predictors of employability of tourism graduates. This study may help them perceive another view of study habits, enabling them to utilize it in the future.

School, this research study may help the university develop its curriculum and career services, ensuring the alignment of the programs with what the industry needs.

Researchers, this study may widen their existing knowledge on the predictors of employability of tourism graduates, and they may use this as a reference point in conducting new studies or validation testing of other related findings.

Future researchers, this study may help future researchers acquire additional information and serve as a framework for those who want to conduct a similar analysis. Additionally, this study may aid in broadening their knowledge and understanding of existing knowledge.

Theoretical Background

Theoretical Framework

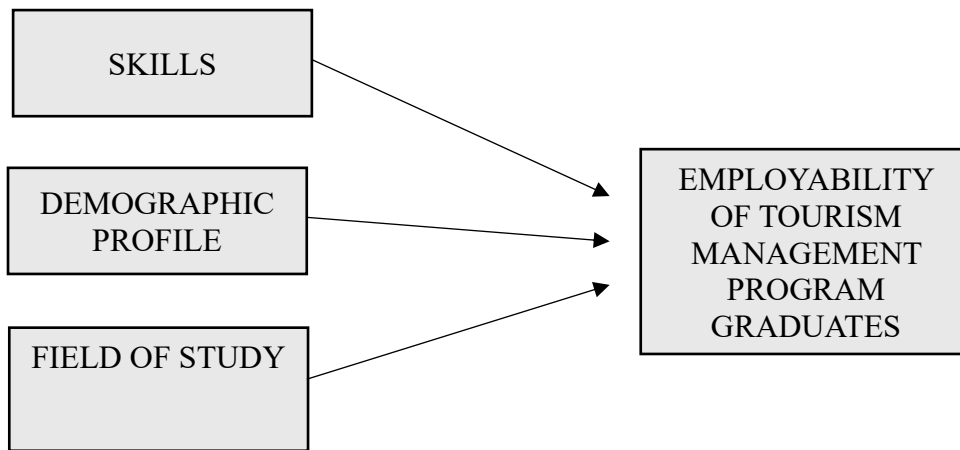
As defined by Gary Becker in 1964, human capital theory emphasizes that individuals invest in their education and skills much like businesses invest in equipment or machinery. Becker posits that these investments in human capital through education, training, and experience lead to increased productivity, which ultimately benefits both the individual (through higher wages) and the economy.

The theory of human capital posits that an individual's education, experience, and skills serve as investments that increase their value in the job market. In the Predictors of Employability of Tourism Management Graduates, this theory supports the idea that the employability of graduates depends on the skills they acquire during their education and training. Employers view graduates with stronger or more relevant skills as more valuable, which

aligns with human capital theory and the study. These skills are the capital individuals bring to the workplace, making them more competitive in the job market.

The significance of the theory for "The Predictors of Employability of Tourism Management Graduates" is that it opens the way to understanding how the development of some specific skills may influence the chances of employability of a graduate. It also explains why sometimes skills are more critical than others or why graduates from different fields of study may have different employment outcomes.

Conceptual Framework



(Figure 1: Skills, Demographic, and Field of Study Affecting the Employability of Tourism Management Program Graduates)

The framework aims to explore the factors influencing employability among tourism management program students. It posits relationships among these components (e.g., education, gender, and skill based on the field of study) that will lead to the employment of tourism management program graduates.

The increasing competitiveness, globalization, and internationalization of job markets have resulted in unique demands from employers in terms of skills and competencies expected from graduates. The focus has shifted from degrees and certificates to validly measuring graduate employability and specific combinations of discipline-specific and extracurricular activities, attributes, and competencies. (Tight, 2023)

The impact of demographic factors and employee performance has found that age, education, department, tenure, sex, and other factors significantly impact employee performance. Age and education had a significant relationship with composite employee performance. It was again determined that age and department had an essential relationship with employee absenteeism. The study also found that age, education, and tenure were essential to employee output. (Amegayibor, 2021)

The probability of being employed four years after graduation is higher for graduates who have been working in occupations related to their field of study, regardless of work intensity, than for full-time students. At the same time, those working full-time in a job unrelated to the field of education have the same chances of being employed as full-time students. Job intensity at the early stage of the career is related to pre-graduation work experiences since the chances of having a stable position increase for graduates who worked in jobs related to their field of study, while the likelihood of having a job that requires a specific degree obtained four years after graduation is significantly lower for those who worked in jobs unrelated to their studies before university completion. (Di Paolo & Matano, 2022)

Review of Literature

The tourism and hospitality industry provides numerous prospects for well-qualified people aiming at

international career opportunities and career possibilities that are easily compared to other industry sectors. Still, even though the tourism industry is regarded as an industry that produces considerable employment opportunities, the type of employment available in this sector is constrained due to a lack of adequately educated and trained personnel, which has been the major determinant mitigating the positive gains and economic benefits of the industry (Stemele & Sucheran, 2021).

Previous studies employ several terminologies on the elements that influence students' employment. The term for one of these criteria is employability skills. The term employability skills have received much attention during the past few decades. A variety of crucial abilities for gaining employment have been highlighted in the literature. These talents include vital, key, core, non-technical, and transferable skills. These abilities are essential for both experienced and entry-level personnel. This skill set applies to nearly all areas and industries (Fajaryati & Akhyar, 2021).

Employability is essential in implementing the College's Learning and Teaching Strategies, which becomes part of good learning practices. Students who develop their employability are likely to be reflective, independent, and responsible learners. Providing innovative learning, modern teaching strategies, and up-to-date assessment methods can improve students' understanding and help them to be engaged in 'deep' learning (Felicen, 2024)

According to Barba (2023), Relevant employability skills and attributes have always been essential to effective and successful participation in tourism workplaces. The nature of the work of these tourism graduates requires adequate skills and competencies for them to excel in their chosen careers. The main credentials, training, abilities, knowledge, personal traits, skills, and experience that a person must have to do a job successfully are what are referred to as the selection criteria. The graduates were found to be highly productive from the lens of both the graduates themselves and their employers. They are well-rated regarding work attitude, functional effectiveness, and interpersonal skills in applying business tools and techniques (Fanggo, 2023). Identified human capital, personal adaptability, career identity, and employability are the three most essential components of employability. Eventually, researchers also identified self-assurance, self-perception, and practical training as essential employment variables. Employability is primarily concerned with a person's ability to obtain and maintain employment (Ayad, 2022).

There are several benefits for students upon completion of the internship program, notably that they have work experience, and this is likely to enhance their confidence and skills, which, in turn, could help them secure employment upon graduation (Yusof et al., 2020). The graduates of these education and training institutions will eventually leave their portals and seek a job in their field of specialization. However, with several developments and changes, such as the changing labor market, growing worldwide competition, technological advances, and changing demand patterns in tourism, graduates must possess employability skills and values that would enable them to cope with the changing circumstances (Punsalan et al., 2024). The need for a labor force for the industry is so distinct that the determination of the availability of labor for tourism and hospitality employees must be relinquished. (Hirsikorpi & Laurikinen, 2022).

Leadership skills are essential for students to learn in the university. One way to help students gain this is to allow them to choose where and what (place and company) they would have their OJTs. Decision-making and being responsible for their application and OJT requirements to be submitted in the specified period set by the university and its representatives would enhance the employability of the students (Punsalan et al., 2024).

Therefore, when students are satisfied with their work during practical experiences such as internships, their intentions to stay in the H&T industry after graduation are stronger (Liu et al., 2022). As a result, they become more cooperative and gain confidence in learning. More importantly, there has been a rise in critical thinking and a focus on communicative and argumentative skills (Quereshi & Ünlü, 2021).

Tourism graduates' social abilities and persevering goal-driven attitudes are aptly essential in the tour, travel, and hospitality industry. It was highlighted that graduates' enhancing and accelerating skills facilitate their determination to pursue their life's goals. The study also indicated that graduates with higher coping abilities show their tolerance for the dynamic characteristics of the industry. (Tio Cuison & De Guzman, 2022)

Companies look for specific knowledge, skills, abilities, and characteristics when they recruit, select, and hire their employees. These are all stated in the job specification portion of every position posted. The schools try to teach, train, and instill these skills and values in their students to make them more employable after graduation (Punsalan et al., 2024). Additionally, employers prefer graduates who have undergone on-the-job training programs abroad, completed the whole program, or were partially engaged in the program. Employers' students who have studied in other countries possess two graduate characteristics: first, skills related to them, and second, personality. In terms of skills, spending time studying abroad indicates that candidates possess an advanced international orientation and language skills (Felicen, 2024). It is observed that individuals who have career expectations for the sector have problems realizing their expectations. However, individuals who have career expectations outside the industry recognize these expectations. (Yasar & Ozturk, 2023)

Moreover, skilled individuals can play a significant role in capturing global market share. Universities serve as abundant sources of human capital essential to the nation's development. Consequently, one of the objectives of education is employability, as it plays a crucial part in the growth of a country (Ayad, 2022). In this regard, graduate skill development is essential for gaining employability. This demonstrates the value of employability for students and researchers. In their studies, scientists noted that the most critical part of employability is increasing the potential to obtain employment. Participation in learning at a high level is essential for students to achieve employability (Alam et al., 2022). Similarly, emotional intelligence may predict job performance, as individuals with higher emotional intelligence may be more effective in managing their emotions and interacting with others. (Lagman, 2023).

Educationally, all respondents' attainment of undergraduate degrees, coupled with limited post-graduate engagement, points to a potential area for further academic exploration and career progression initiatives. Post-college training patterns, with TESDA NC2 being the most attended program, reflect graduates' commitment to continuous skill development, showcasing their dedication to remaining competitive in the job market. (Maraña et al, 2024).

Students who undertook the course Career Development perceived all six dimensions of their employability were enhanced throughout the semester, with their ability to integrate theory to practice and commencement readiness indicating the most significant improvement. Students also suggested that they had a higher perceived employability because of undertaking an actual work placement, compared to students who undertook no actual work placement. Overall, the findings highlight the positive impact of the course on students' employability (Fraser & Reddan, 2022). Tourism and hospitality managers can also work closely with educational institutions to design suitable internship programs to improve students' confidence in tourism and hospitality careers and promote their professional growth (Stamele & Sucheran, 2021).

Knowledge/learning, skills, and attitude are the areas that define the level of readiness. Attitude is considered the powerful component that corresponds to readiness among the students. Knowledge has the slightest effect on their readiness, which should be the primary focus of the suggested readiness-support intervention program. Still, the balance of the three must be considered, and the students must be refreshed through a program that will present and expose them to local and international contexts. With these, they could be more prepared to enter the tourism and hospitality industry. (Alivio et al., 2023) For example, employee ability, knowledge, and expertise are twice as predictive of excellent performance as emotional Intelligence (Lagman, 2023).

A few major skills presenting workplace readiness were explicitly derived in the context of the tourism course curriculum. Courses in tourism education must also be updated to survive the competitiveness in the industry. The three significant workplace skills readiness also represent industry expectations of tourism and hospitality graduates' employability. Hence, it provides substantial input that the HEIs must consider. In practice, the HEIs need to integrate work readiness skills into several tourism courses to produce graduates who can fulfill the industry's expectations and needs. HEIs must also revise the course structure and design a better curriculum to enhance graduates' employability. (Mohd Shariff, 2021).

While soft skills can support career transitions, the hospitality industry and its workers should invest in developing more technology-focused skills to achieve greater career flexibility, advancement, and resilience (Huang & Baker, 2022). These skills allow graduates to effectively apply their knowledge in diverse professional

contexts (Alivio, 2024). The tourism industry needs professionals who possess competencies in communication and human relations. (Patimo et al, 2020)

tourism and hospitality managers can also work closely with educational institutions to design suitable internship programs to improve the student's confidence in tourism and hospitality careers and promote their professional growth tourism and hospitality managers can also work closely with educational institutions to design suitable internship programs to improve the student's confidence in tourism and hospitality careers and promote their professional growth tourism and hospitality managers can also work closely with educational institutions to design suitable internship programs to improve the student's confidence in tourism and hospitality careers and promote their professional growth The tourism industry seeks graduates who possess job-specific skills. In addition, the tourism industry prefers candidates with the proper knowledge and attributes, additional work-and-travel experience, and graduates who have undertaken relevant extracurricular activities while studying. To have a competitive edge when seeking employment, graduates need to develop their employability skills and actual abilities while studying at higher education institutions. Therefore, graduates and higher education institutions must identify the employability attributes required by the tourism industry. (Wakelin Theron et al, 2019).

METHODS

Research Design

The researchers utilized the descriptive correlation research approach. This research design was used to investigate the relationship between variables without manipulating them. It aimed to answer the question, "How are things related?" The descriptive correlation research design described the variables and measured the extent of the relationships that occurred between and among the variables (Aprecia et al., 2022). Descriptive correlational research was generally used when a researcher wanted to identify the characteristics of groups of people or find relationships between different variables (Brodowicz, 2024). Researchers commonly used surveys or observational methods to gather data for this design. A descriptive correlation research design in the study "Predictors of Employability of Tourism Management Graduates" allowed us to investigate the relationship that existed between employability skills and factors such as demographic profile and field of study. A descriptive correlation design was the most appropriate design for this study since it supported multiple variables. It was able to ascertain whether better-developed skills, demographic profile, or field of study of a graduate correlated with a greater employability rate.

Study Site and Participants

This research was conducted at the University of La Salette, Inc., located in Dubinan East, Santiago City, a private Catholic institution founded by the Missionaries of La Salette. It emphasized a holistic education grounded in Christian values, offering various undergraduate and graduate programs across fields such as arts, sciences, business, and education. The university promoted a strong sense of community, social responsibility, and academic excellence, aiming to develop well-rounded individuals who could contribute positively to society. Its campus was known for its supportive learning environment and active student life. Our target population for the survey questionnaires was the graduates of Tourism Management from the years 2022 to 2024 and the companies where students completed their On-The-Job (OJT) training. There were 46 graduates and eight companies (one supervisor and one employee), with a total population of 62 overall.

Population, Sampling Size, and Sampling Technique

The study's respondents were Tourism Management graduates from the school year 2022 to 2024 who completed their OJT program locally and nationally and were currently employed in different business organizations. The company respondents were centers or sites of the university program, composed of 8 business organizations. The graduate respondents included 46 individuals who were employed in their chosen field.

Instrument

The questionnaires were based on the study by Wakelin-Theron et al. (2019) titled *Attributes of Tourism Graduates: Comparison Between Employers' Evaluation and Graduates' Perception*. The survey questionnaire

was the primary data collection method used in this study, distributed via Google Forms through Messenger and Email. This questionnaire was designed to gather detailed information specific to the research questions, with tailored questions for tourism graduates and employers. The survey was divided into two sections: the first collected respondents' personal information, and the second focused on contributing variables using a 4-point Likert scale (1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree). Respondents evaluated two main factors in this second part: Factor 1: Critical Thinking and Professional Skills, and Factor 2: Personality Traits and Communication.

Data Gathering Procedure

To facilitate the data-gathering process, the researcher undertook the following procedures:

1. The researchers created a research title, sent it to the instructor for feedback, and then submitted it to the Director of Research and Development for final approval.
2. The researchers gathered and reviewed relevant studies, journals, articles, and other publications related to the research study.
3. While writing the manuscript, the researchers drafted each section according to the research structure. After reviewing and revising the manuscript, they submitted it for evaluation.
4. The researchers searched for questionnaires from related studies, selected the most suitable one, and submitted it to the instructor for approval.
5. The researchers distributed the survey questionnaire to the respondents, ensuring they understood the instructions.
6. The researchers gathered participants' completed surveys and data forms, ensuring that all critical information was stored securely.
7. After collecting the survey responses, the researchers organized and tallied the data for easier analysis.
8. The researchers presented the research results through clear and informative visuals. Following the presentation, the researchers analyzed the data to identify key patterns and insights, offering recommendations for future research based on their findings.

Data Analysis

The following statistical tools were used to give meaning to the data gathered.

1. Simple percentage frequency was used to determine the number of respondents for each variable. This method helped us identify the exact proportions of various variables or responses related to the respondents' demographic profiles and their answers to different survey items.
2. Weighted mean and standard deviation were employed. The weighted mean was used to assess the central tendency of variables on the employability of the tourism graduate students.
3. Kruskal-Wallis H Test and Mann-Whitney U Test were used to determine the significant Difference between the different variables. This method assessed the relationship between skills, demographics, and field of study on the employability of tourism graduates.

To facilitate the respondents' responses, they were quantified and interpreted using a 4-point Likert Scale with the corresponding level of skills, demographics, and field of study with the employability rate of graduates.

Scale	Range	Scale Label	Qualitative Interpretation
4	3.25-4.00	Strongly Agree	The corresponding level of skills, demographics, and field of study are strongly connected to the employability of the graduates

3	2.50-3.24	Agree	The corresponding level of skills, demographics, and field of study are connected to the employability of the graduates
2	1.75-2.49	Disagree	The corresponding level of skills, demographics, and field of study are not connected to the employability of the graduates
1	1.00-1.74	Strongly Disagree	The corresponding level of skills, demographics, and field of study are strongly not connected to the employability of the graduates.

Ethical Considerations

Participants gained a deeper understanding of the predictors of employability in the tourism industry, which may be valuable for their career development. We provided a consent form for all the participants, which explained the study, the purpose, and their right to withdraw at any time. We ensured that the data collected from the participants were stored securely and that only the research team had access to the data. Participants were assured that their responses remained anonymous and confidential, and no personally identifiable information was collected. The data was used strictly for academic purposes, and participants were informed that their responses were not utilized for any purpose beyond that study.

RESULTS

This section presents the data collection and statistical test with the supervision of the statistician, and data were presented in tabular presentation with regards to The Predictors of Employability of the Tourism Management Graduates.

Part 1. Profile of the Respondents

Table 1. Demographic Profile of the Respondents

Variables	Company		Graduates	
	f	%	f	%
Age				
22 Years Old and Below	8	67	9	26
23-24 Years Old	3	25	25	71
25 Years and Above	1	8	1	3
Sex				
Male	7	58	5	14
Female	5	42	30	86
Civil Status				
Married	6	50	1	3
Single	6	50	34	97
Education attainment				
Bachelor's degree	10	83	35	100
Master's degree	2	17	0	0
Religion				
Roman Catholic	9	75	23	66
Christian	2	17	5	14

Baptist	1	8	2	6
Iglesia Ni Cristo	0	0	3	9
Aglipay	0	0	1	3
The Church of Jesus Christ	0	0	1	3
Employment				
Employed	12	100	31	89
Unemployed	0	0	4	11

As gleaned in Table 1 about age of the company respondents, 8 or 67 percent belong to age bracket of 22 Years old and below, 3 or 25 percent belong to age bracket 23-24 years, only 1 or 8 percent belong to 25 Years and above while the graduates respondents were 25 or 71 percent belong to age bracket of 22 years old and below, 9 or 26 percent were 23-24 Years Old and only 1 or 3 percent were 25 Years and Above. This implies that most respondents belong to the age bracket of 22 years old and below. At the same time, the genders of company respondents show that 7 or 58 percent were male and 5 or 42 percent were female. The gender of graduates' respondents is 30, or 86 percent were female, while 5, or 14 percent, were male. This implies that, mostly in companies, there were more male employees, but it also implies more female graduates than males in the Tourism Management Program. The civil status of company respondents was 6 or 50 percent, while for the graduate, 34 or 97 percent were single, and 1 or 3 percent were married. This implies that in the tourism industry, it does not matter if you are married, and after graduation, the graduates first pursue their dream jobs before marriage. The education attainment for companies is 10, or 83 percent, with a bachelor's degree and 2, or 17 percent, with a master's degree. For the graduates' respondents, all have bachelor's degrees with a frequency of 35 or 100 percent. This implies that the graduates should have a bachelor's degree or higher to be employed in a tourism company. For the Religion of the company respondents, there are 9 or 75 percent Roman Catholic, 2 or 17 percent Christian, and 1 or 8 percent Baptist. The graduate respondents were 23 or 66 percent Roman Catholic, 5 or 14 percent Christian, 3 or 9 percent Iglesia Ni Cristo, 2 or 6 percent Baptist, and 1 or 3 for Aglipayan Church and The Church of Jesus Christ. This implies that both respondents have a wide range of religions. For companies, all are employed, while for graduates, 31 or 89 percent are employed, and 4 or 11 percent are unemployed. This implies that both respondents are used the most.

Part 2. Factors on the Level of Employability Skills

Critical Thinking and Professional Skills

Table 2. Mean Responses of the Respondents about the Factors on the Level of Employability Skills regarding Critical Thinking and Professional Skills.

Indicators	Company			Graduates		
	SD	WM	QI	SD	WM	QI
Critical Thinking/ Analytical Skills	0.37	3.83	SA	0.49	3.57	SA
Attention to detail	0.47	3.67	SA	0.55	3.54	SA
Ability to multitask	0.37	3.83	SA	0.51	3.71	SA
Numeracy Application	0.47	3.33	SA	0.56	3.29	SA
Organizational Skills	0.37	3.83	SA	0.54	3.63	SA
Ability to work under pressure	0.28	3.92	SA	0.48	3.63	SA
Negotiation Skills	0.49	3.58	SA	0.68	3.37	SA
Customer Service/ Awareness	0.28	3.92	SA	0.51	3.71	SA

Work Experience	0.58	3.00	A	0.50	3.51	SA
Ability to work in and/ or lead teams	0.43	3.75	SA	0.60	3.46	SA
Written/Business communication	0.49	3.42	SA	0.49	3.60	SA
Professional Appearance	0.83	3.25	SA	0.54	3.63	SA
Comfortable with Technology	0.49	3.58	SA	0.49	3.60	SA
Ethical conduct at work	0.43	3.75	SA	0.46	3.69	SA
Category Mean		3.62	SA		3.57	SA

Legend: 1.00-1.74 = Strongly Disagree (SD) 1.75-2.49 = Disagree (D) 2.50-3.24 = Agree (A) 3.25-4.00 = Strongly Agree (SA)

As shown in Table 2, the industry respondents show that their responses are qualitatively interpreted as strongly agreeing and signifying that the corresponding level of skills, demographics, and the field of study is strongly connected to the Employability employability of the graduates. The Ability to work under pressure is one of the highest-rated skills, which is rated at 3.92, which shows that managing stress is one of the key factors for employers. Companies also highlighted the importance of customer service awareness, rated at 3.92. Companies highlight critical thinking and analytical skills, rated at 3.83, indicating that problem-solving skills and decision-making are vital for employment. The Ability to multitask is rated at 3.83 by companies, which reflects the importance of handling multiple responsibilities effectively.

Regarding organizational skills, it was rated 3.83, which shows that employers expect employees to manage tasks efficiently and sustain structured work environments. Companies also rated teamwork and leadership skills at 3.75. Ethical conduct at work, with a rating of 3.75, underscores the growing role of digital literacy and professionalism in the tourism sector. They also value the importance of attention to detail, with a rating of 3.67, which suggests that accuracy and correctness are necessary for success in tourism-related jobs. Companies also highlighted the importance of negotiation skills, which is rated at 3.58. The companies highlighted the importance of being comfortable with technology at 3.58. The companies rated writing/business communication skills at 3.42, which shows the necessity of clear and professional communication. The numeracy application gained a slightly lower rating of 3.33, suggesting that while numerical competence is significant, it is not as emphasized as the other professional skills. Professional appearance was rated 3.25, indicating that while it is substantial, other factors might be more necessary for their hiring decisions. Work experience is rated by the companies at 3.00.

The graduates rated the Ability to multitask at 3.71, a little lower than the companies. However, it is still within the strongly agreed range, which indicates that they consider themselves capable of handling multiple responsibilities. Customer service/awareness received a rating of 3.71, which shows that the graduates see the significance of providing excellent service but might need more experience to meet the industry standards. The graduates' rating on ethical conduct at work is 3.69, which suggests they see the increasing significance of digital literacy and professionalism in the workplace. Professional appearance is rated 3.63, which is higher than the company's rating and shows that the graduates might've overestimated its importance in contrast with other workplace skills. The graduates rated organizational skills at 3.63, which is slightly lower than the companies' expectation, indicating that the graduates know its importance but may not feel fully prepared. In likeness with the Ability to work under pressure, which was rated at 3.63, which indicates that while they understand its significance, they might find it harder with stressful situations than the employers expect.

Regarding written business communication skills, it received a 3.60, a little higher than the company's rating. It suggests that graduates may feel confident in their written communication abilities but still see their vital role in the industry—graduates rated being comfortable with technology at 3.60. Critical thinking skills and analytical skills were rated at 3.57, which shows that they understand the significance of problem-solving but may have the urge to improve further. Attention to detail garnered 3.54, which suggests that while the graduates see the importance of the training, they might need more training to match the employer's standards. Work experience

is rated at 3.51, which is higher than the rate of the companies, which is 3.00, which suggests that they seem to believe that practical experience is a key to greater job prospects. Ability to work in and/or lead teams was rated 3.46, a little lower than the companies' expectations, which they rated at 3.75. It suggests that the graduates may need more improvement in collaboration and leadership roles. Negotiation skills were rated by graduates at 3.37, which is lower than the companies' and indicates that they need more progress in their persuasive and problem-solving skills. Numeracy applications were rated at 3.29, which is like the company ratings and suggests that this skill isn't a significant focus area in the industry. The overall rating from the companies is 3.62, which underscores the strong significance placed on these abilities. The graduates also strongly agree with the importance of critical thinking and professional skills, with an overall rating of 3.57.

In general, the results show that companies place significant importance on critical thinking, problem-solving, communication, and adaptability among employees. While graduates generally meet these expectations but have little differences in ratings, the areas that need more development are negotiation skills, which are rated by the companies at 3.58. In contrast, the graduates rated it at 3.37, and working under pressure was rated at 3.92 by the companies and 3.62 by the graduates. The Ability to work and/or lead teams is rated by the companies at 3.75 and 3.46 by the graduates. In addition, while the graduates rated work experience as highly important, at 3.51, the companies rated it lower at 3.00, which indicates that employers may highlight the skills and competencies more than direct work experience. Similarly, the graduates rated professional appearance higher than the employers, which suggests a potential misalignment in perceived hiring priorities. These findings underscore the significance of professional development and experience in aiding the Difference between employer expectations and graduates' readiness. Improving negotiation, leadership, and problem-solving skills could enhance employability and work success in the tourism industry.

Personality Traits and Communication

Table 3. Mean Responses of the Respondents about the Factors on the Level of Employability Skills regarding Personality Traits and Communication.

Indicators	Company			Graduates		
	SD	WM	QI	SD	WM	QI
Integrity	0.37	3.83	SA	0.50	3.49	SA
Motivation	0.37	3.83	SA	0.47	3.66	SA
Presentation Skills	0.49	3.58	SA	0.65	3.46	SA
Research Skills	0.49	3.42	SA	0.59	3.37	SA
Good Networking Skills	0.50	3.50	SA	0.55	3.49	SA
Emotional Intelligence	0.43	3.75	SA	0.49	3.57	SA
Flexibility	0.28	3.92	SA	0.45	3.71	SA
Leadership Skills	0.37	3.83	SA	0.60	3.51	SA
Sense of Humor	0.49	3.42	SA	0.50	3.54	SA
Acceptance of Responsibility	0.43	3.75	SA	0.45	3.71	SA
Diplomacy	0.50	3.50	SA	0.50	3.54	SA
Entrepreneurship Skills	0.43	3.25	SA	0.54	3.63	SA
Category Mean		3.63	SA		3.56	SA

Legend: 1.00-1.74 = Strongly Disagree (SD) 1.75-2.49 = Disagree (D) 2.50-3.24 = Agree (A) 3.25-4.00 = Strongly Agree (SA)

The responses of the industry respondents ranged on the strongly agree scale label, which signifies that the

corresponding level of skills, demographics, and field of study are strongly connected to the employability of the graduates. For the indicator that received the highest rating from the companies, flexibility received 3.92, underscoring its importance in adapting to change, especially in fast-paced industries. Integrity was rated at 3.83, indicating that honesty and trustworthiness are key factors in the workplace. Motivation also had a high rating of 3.83, which suggests that being passionate contributes to productivity and career improvement. In addition, companies also rated leadership skills at 3.83, which indicates that the employees need to guide and inspire others. Emotional Intelligence is rated at 3.75, which shows that self-awareness, empathy, and handling relationships effectively are crucial for success in the working environment. Acceptance of responsibility received a rate of 3.75, which shows that being accountable and dependable are necessary qualities in employees. Presentation skills are rated at 3.58, which signifies the importance of clear and confident communication in the workplace. Diplomacy, rated at 3.50, suggests that handling crucial workplace situations efficiently is a significant skill. Good networking skills got a rating of 3.50, which shows the need to create relationships and widen the circle in their profession. Research skills garnered 3.42, indicating that analytical thinking and data gathering are critical competencies. A sense of humor is also vital, with a rating of 3.42, which suggests that maintaining a positive work environment positively affects workplace interactions. Entrepreneurship skills have the lowest rating at 3.25, indicating that they are not as significant for general employment while being valued. As shown in Table 3, the companies strongly agree on the significance of personality traits and communication skills for employability, with an overall mean of 3.63 as its rating. This showcases their essential role in being successful as professionals.

For the graduates' responses, flexibility is rated at 3.71, showing that graduates acknowledge adaptability as a vital trait, even though it is slightly less than the employers. Acceptance of responsibility was rated 3.71, which is close to the company expectations and assures that graduates understand the need to be accountable. Motivation, which was rated at 3.66, aligns with the companies' expectations, which shows that graduates acknowledge the importance of passion and drive in professional success. Entrepreneurship skills rated at 3.63 were noticeably higher than the companies' rating of 3.25, which suggests that graduates feel more confident in their entrepreneurship abilities, even though the employers do not acknowledge this trait as much for standard employment. Emotional Intelligence was rated at 3.57, slightly lower than the companies. This implies that graduates recognize its importance and might need more experience handling emotions professionally. Sense of humor is higher at 3.54, which indicates that they value a good work environment even more than companies do. Diplomacy, which is rated at 3.54, suggests that graduates acknowledge the significance of handling conflicts efficiently. Leadership skills were rated at 3.51, which is lower than the companies' expectations, suggesting that while graduates are feeling somewhat prepared, employers may expect stronger leadership capabilities. Integrity was rated at 3.49, indicating that the graduates recognize the importance of honesty and trustworthiness but may not highlight it as much as the companies do. Good networking skills were rated at 3.49, almost identical to the companies' rating, emphasizing the importance of professional connections.

Regarding presentation skills, the graduates rated it at 3.46, a little lower than the companies. They suggest that they acknowledge its importance but may need further confidence and training in public speaking. Research skills are rated at 3.37, which indicates that the graduates recognize the value of analytical thinking, which is slightly higher than that of companies. In terms of the significance of personality traits and communication skills, graduates strongly agree with it, with an overall rating of 3.56.

A difference in insight into entrepreneurship skills wherein the graduates' rate themselves higher, suggests that the graduates might've overestimated the significance of entrepreneurship skills in general employment settings, while the companies prioritize the other professional skills. The results of this finding underscore the importance of continuous professional and personal development in aiding the difference between graduate readiness and employers' expectations. Strengthening leadership, adaptability, and communication skills can additionally increase career success in the tourism industry and communicating confidently. A significant difference in insight into entrepreneurship skills, wherein the graduates' rate themselves higher, suggests that they might've overestimated the significance of entrepreneurship skills in general employment settings, while the companies prioritize the other professional skills. The results of this finding underscore the importance of continuous professional and personal development in aiding the difference between graduate readiness and employers' expectations. Strengthening leadership, adaptability, and communication skills can increase career success in the tourism industry.

Part III – Significant Difference

Graduates

Table 4. Significant Difference between the Factors on the Level of Employability Skills according to their Age

Age	N	Mean Rank	H Test	df	p-value	Remarks
Critical Thinking and Professional Skills						
22 Years Old and Below	9	21.56	2.52	3	.473	Accepted
23-24 Years Old	25	34.97				
25 Years and Above	1	8.00				
Personality Traits and Communication						
22 Years Old and Below	9	20.00	2.92	3	.404	Accepted
23-24 Years Old	25	34.76				
25 Years and Above	1	3.00				

*Significance Level: 0.050

The Kruskal-Wallis H Test was used to determine whether there were any statistically significant differences in the Critical Thinking and Professional Skills of the Graduates as perceived at their employability according to their age. The test result revealed that the Critical Thinking and Professional Skills of the Graduates, as perceived in their employability, were significantly different based on age ($H(3) = 2.52$, $p = .473$). This means that the graduates have different perceptions of their Critical Thinking and Professional Skills of the Graduates as perceived at their employability according to their age.

The test result also revealed that the Personality Traits and Communication of the Graduates as perceived at their employability were significantly different based on age ($H(3) = 2.92$, $p = .404$). This means that the graduates have different perceptions of their Personality Traits and Communication of the Graduates as perceived at their employability according to their age. Thus, the null hypothesis is accepted.

Table 5. Significant Difference between the Factors on the Level of Employability Skills according to their Sex

Sex	N	Mean Rank	U	p-value	Remarks
Critical Thinking and Professional Skills					
Female	30	19.20	39.000	.084	Accepted
Male	5	10.80			
Personality Traits and Communication					
Female	30	19.48	30.500	.035	Rejected
Male	5	9.10			

*Significance Level: 0.050

A Mann-Whitney U Test was conducted to compare the graduates' Critical Thinking and Professional Skills based on Sex as perceived by their Employment. The test result revealed no significant difference between male and female responses/assessments regarding the graduates' Critical Thinking and Professional Skills ($U = 39.000$, $p = .084$). Thus, the null hypothesis is accepted.

The test result also revealed a significant difference between male and female responses/assessments regarding the Personality Traits and Communication of the graduates ($U = 39.000$, $p = .084$). Thus, the null hypothesis

must be rejected at a 0.05 significance level.

According to Dunn's pairwise tests, there was robust evidence (adjusted using the Bonferroni correction) of a difference between the sexes in terms of Personality Traits and Communication of the graduate respondents.

Table 6. Significant Difference between the Factors on the Level of Employability Skills according to their Civil Status

Civil Status	N	Mean Rank	U	p-value	Remarks
Critical Thinking and Professional Skills					
Single	34	18.34	5.500	.247	Accepted
Married	1	6.50			
Personality Traits and Communication					
Female	34	17.79	10.000	.485	Accepted
Male	1	25.00			

*Significance Level: 0.050

A Mann-Whitney U Test was conducted to compare the graduates' Critical Thinking and Professional Skills based on Civil Status as perceived by their Employment. The test result revealed no significant difference between single and married responses/assessments regarding the graduates' Critical Thinking and Professional Skills ($U = 550.000$, $p = .247$).

The test result also revealed that there is no significant difference between male and female responses assessments regarding the Personality Traits and Communication of the graduates ($U = 39.000$, $p = .084$). Thus, the null hypothesis is accepted.

Table 7. Significant Difference between the Factors on the Level of Employability Skills according to their Religion

Religion	N	Mean Rank	H Test	Df	p-value	Remarks
Critical Thinking and Professional Skills						
Roman Catholic	23	17.41	8.869	5	.114	Accepted
Christian	5	26.30				
Baptist	2	7.25				
Iglesia Ni Cristo	1	21.50				
Aglipay	3	10.67				
The Church of Jesus Christ	1	30.00				
Personality Traits and Communication						
Roman Catholic	23	18.28	10.960	5	.052	Accepted
Christian	5	22.40				
Baptist	2	5.25				
Iglesia Ni Cristo	1	32.00				
Aglipay	3	7.67				
The Church of Jesus Christ	1	32.00				

*Significance Level: 0.050

The Kruskal-Wallis H Test was used to determine whether there were any statistically significant differences in the graduates' critical thinking and professional skills as perceived in their employability and Employment according to their Religion. The test result revealed that the Graduates' Critical Thinking and Professional Skills, as perceived at their employability, were significantly different based on Religion ($H(5) = 8.869, p = .114$).

The test result also revealed that the Personality Traits and Communication of the graduates as perceived at their employability were significantly different based on Religion ($H(5) = 10.960, p = .052$). Thus, the null hypothesis is accepted.

Table 8. Significant Difference between the Factors on the Level of Employability Skills according to their Employment

Employment	N	Mean Rank	U	p-value	Remarks
Critical Thinking and Professional Skills					
Employed	31	19.26	23.000	.040	Rejected
Unemployed	4	8.25			
Personality Traits and Communication					
Employed	31	17.79	55.000	.734	Accepted
Unemployed	4	19.63			

*Significance Level: 0.050

A Mann-Whitney U Test was conducted to compare the graduates' Critical Thinking and Professional Skills based on employment as perceived by their employment. The test result revealed significant differences between employed and unemployed responses/assessments regarding the graduates' Critical Thinking and Professional Skills ($U = 23.000, p = .040$). Thus, the null hypothesis must be rejected at a 0.05 significance level.

According to Dunn's pairwise tests, there was robust evidence (adjusted using the Bonferroni correction) of a difference between the employability in terms of Critical Thinking and Professional Skills of the graduate respondents.

The test result also revealed that there is no significant difference between employed and unemployed responses/assessments regarding the Personality Traits and Communication of the graduates ($U = 55.000, p = .734$). Thus, the null hypothesis is accepted.

Table 9. Significant Difference between the Factors on the Level of Employability Skills according to their Age

Age	N	Mean Rank	H Test	df	p-value	Remarks
Critical Thinking and Professional Skills						
22 Years Old and Below	1	4.50	8.798	10	.551	Accepted
23-24 Years Old	2	9.00				
25 Years and Above	9	59.75				
Personality Traits and Communication						
22 Years Old and Below	1	5.50	10.159	10	.427	Accepted
23-24 Years Old	2	6.00				
25 Years and Above	9	63.25				

*Significance Level: 0.050

The Kruskal-Wallis H Test was used to determine whether there were any statistically significant differences in Critical Thinking and Professional Skills of the Companies as perceived at their Employment according to their age. The test result revealed that the Graduates' Critical Thinking and Professional Skills, as perceived in their employability, were significantly different based on age ($H(10) = 8.798, p = .551$).

The test result also revealed that the Personality Traits and Communication of the Companies, as perceived at their Employment, were significantly different based on age ($H(3) = 2.92, p = .404$). Thus, the null hypothesis is accepted.

Table 10. Significant Difference between the Factors on the Level of Employability Skills according to their Sex

Sex	N	Mean Rank	U	p-value	Remarks
Critical Thinking and Professional Skills					
Female	5	8.00	10.000	.219	Accepted
Male	7	5.43			
Personality Traits and Communication					
Female	5	8.20	9.000	.152	Accepted
Male	7	5.29			

*Significance Level: 0.050

A Mann-Whitney U Test was conducted to compare the companies' Critical Thinking and Professional Skills based on Sex as perceived by their employees. The test result revealed no significant difference between male and female responses/assessments regarding the Companies' Critical Thinking and Professional Skills ($U = 10.000, p = .219$).

The test result also revealed that there is no significant difference between male and female responses/assessments regarding the Personality Traits and Communication of the Companies ($U = 39.000, p = .084$). Thus, the null hypothesis is accepted.

Table 11. Significant Difference between the Factors on the Level of Employability Skills according to their Civil Status

Civil Status	N	Mean Rank	U	p-value	Remarks
Critical Thinking and Professional Skills					
Single	6	6.83	16.000	.747	Accepted
Married	6	6.17			
Personality Traits and Communication					
Female	6	5.83	14.000	.506	Accepted
Male	6	7.17			

*Significance Level: 0.050

A Mann-Whitney U Test was conducted to compare the Companies' Critical Thinking and Professional Skills based on Civil Status as perceived by their employees. The test result revealed no significant difference between single and married responses/assessments regarding the Companies' Critical Thinking and Professional Skills ($U = 16.000, p = .747$).

The test result revealed no significant difference between male and female responses/assessments regarding the Personality Traits and Communication of the Companies ($U = 14.000, p = .506$). Thus, the null hypothesis is

accepted.

Table 14. Significant Difference between the Factors on the Level of Employability Skills according to their Educational Attainment

Educational Attainment	N	Mean Rank	U	p-value	Remarks
Critical Thinking and Professional Skills					
Bachelor's Degree	10	5.55	.500	.039	Rejected
Master's Degree	2	11.25			
Personality Traits and Communication					
Bachelor's Degree	10	5.70	2.000	.074	Accepted
Master's Degree	2	10.50			

*Significance Level: 0.050

A Mann-Whitney U Test was conducted to compare the Companies' Critical Thinking and Professional Skills based on Educational Attainment as perceived by their Employment. The test result revealed there are significant differences between bachelor's degree and master's degree responses/assessments regarding the Critical Thinking and Professional Skills of the Companies ($U = .500$, $p = .039$). Thus, the null hypothesis must be rejected at a 0.05 significance level.

According to Dunn's pairwise tests, there was substantial evidence (adjusted using the Bonferroni correction) of a difference between the Educational Attainment in terms of Critical Thinking and Professional Skills of the company respondents.

The test result also revealed that there are no significant differences between bachelor's degree and master's degree responses/assessments regarding the Personality Traits and Communication of the Companies ($U = 2.000$, $p = .074$). Thus, the null hypothesis is accepted.

Table 15. Significant Difference between the Factors on the Level of Employability Skills according to their Religion

Religion	N	Mean Rank	H Test	Df	p-value	Remarks
Critical Thinking and Professional Skills						
Roman Catholic	9	5.83	1.722	2	.423	Accepted
Christian	2	9.50				
Baptist	1	6.50				
Personality Traits and Communication						
Roman Catholic	9	6.06	7.60	2	.684	Accepted
Christian	2	7.25				
Baptist	1	9.00				

The Kruskal-Wallis H Test was used to determine whether there were any statistically significant differences in Critical Thinking and Professional Skills of the Companies as perceived at their employability according to their Religion. The test result revealed that the Companies' Critical Thinking and Professional Skills as perceived at

their employability were significantly different based on Religion ($H(2) = 1.722, p = .423$).

The test result also revealed that the Personality Traits and Communication of the Companies as perceived at their employability were significantly different based on Religion ($H(2) = 7.60, p = .684$). Thus, the null hypothesis is accepted.

DISCUSSION

The Predictors of Employability of Tourism Management Graduates provide an advanced understanding of what employers expect, which would allow them to develop their relevant skills for greater job opportunities. It also helps the alignment of the necessary skills within the industry to improve their EmployabilityEmployability.

Part 1. Demographic Profile

The study found out that the respondents were 22 years old and below for the company response with regards to Age while the graduates were 23 to 24 years old; with regards to Sex, the company respondents were male while the graduates were female respondents and an equal number of respondents for the civil status of the company respondents were married and single. In contrast, the student or graduate respondent was still single. Regarding educational attainment, the respondents were both bachelor's degree holders, both the company and graduate respondents. Their Religion was roman catholic, and they were employed. According to the study by Cerillo & Reyes (2020), based on the findings, it was revealed that most of the graduates of the BSTM program were female and single. Most were employed in tourism and hospitality establishments based in the Philippines. This supports the findings in the investigation of Tapfuma et al. (2021), wherein most of the tourism and hospitality graduates are employed. Despite the hardships of the workplace and the conditions that caused them to pursue the degree, they have positive opinions of the curriculum. Their study also aligns with data from the Philippine Statistics Authority (PSA), based on the 2020 census of religious affiliation in the Philippines, which states that more than 86 million people, or 79% of the population in the Philippines, are Roman Catholic.

Part 2. Factors On the Level of Employability Skills

Factors on the level of employability skills the research shows that the employability skills, as perceived by the company, the trainees strongly agreed on their critical thinking and professional skills, as indicated by the different indicators, such as Ability to work under pressure and customer service/awareness. In contrast, the graduate respondents can multitask and improve customer service/awareness. According to a study by Fabrio (2023), Critical thinking is a deliberate and reflective way of analyzing information and situations to make sound decisions. In customer service, this means taking the time to understand a customer's issue, evaluating all options, and finding the best solution. By using critical thinking, customer service representatives can resolve problems efficiently.

Part 3. Significant Differences

In identifying whether there is a significant difference in employability skills when respondents are grouped according to the critical thinking and professional skills, personality traits and communication, and the demographic profile of the respondents, the results of the Kruskal-Wallis H test and Mann Whitney U test revealed that AgeAge, civil status, and Religion has no significant difference and not influence employability skills, indicating that perceptions remain consistent among these groups. According to the study of Ngo Ndjama & Van der Westhuizen (2024), no statistically significant difference exists between the age of academics and their perception of successful professional careers. Among Graduates, sex significantly differed in Personality Traits and Communication, suggesting that females and males may view their soft skills differently. Employment status significantly affected the perceptions of critical thinking skills, with employed graduates rating themselves higher than their unemployed peers. From the company's perspective, educational attainment played an important role, as those with a master's degree were perceived to have stronger critical thinking and professional skills than those with a bachelor's degree. According to the study of Yepes Zaluaga & Granada, (2023) Regarding employment status, employed respondents had different and higher means than unemployed respondents, and these differences were found to be statistically significant.

CONCLUSION

The following information was drawn from the discussion of the data gathered.

1. Most of the company respondents were age 22 years old and below, male, with equal number of respondents in their civil status as married and single, bachelor's degree holder, roman catholic and they were employed. With regard to the graduate respondents shows that most of them were 23 – 24 years old, female, single, bachelor's degree holder, roman catholic and employed.
2. The factors on the level of employability skills of graduates with regards to critical thinking and professional skills personality traits and communication were rated as strongly agree emphasizing that the company respondents believed on the ability to work under pressure and customer service/awareness and the graduate respondent believed that they can have the ability to multitask and customer service/awareness on their critical thinking and professional skills; both respondents were also believed in terms of the personality traits and communication they were strongly agree on flexibility and the graduates add their skills on acceptance of responsibility.
3. The study shows that there is a significant difference on the critical thinking and professional skills with regards to employment and educational attainment of the respondents and about personality traits and communication sex has a significant relationship and the rest of the variables shows has no significant relationship.

RECOMMENDATIONS

The following recommendations were drawn from the conclusion of the study

1. The students must be given activities to acquire experiences, particularly on the application during their simulation activities in the laboratory, and on-the-job training program or apprentice.
2. The school should provide an enhancement training program on the entrepreneurial skills development of the students.
3. Enhance employment linkages for potential hiring options and opportunities for graduates.
4. Conduct a regular evaluation or studies in determining the predictors of employability including the geographical location and nature of business.

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