

## Employability of Tourism Graduates in an Autonomous University for School Year 2011-2012

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**Abstract:** Tourism program aims to prepare the student to the major roles of an effective promoter of the country's natural and cultural attractions to domestic and international communities. To cope with the growing demand of tourism industry, Lyceum of the Philippines University - Batangas, particularly the tourism and hospitality department must be able to provide quality tourism education which can be possible by offering an update and effective curriculum. The researchers aimed to evaluate the current condition of tourism graduates in terms of employment status also this study was done in order to find out whether there are mismatch, underemployment and promotion issues among graduates in the Tourism program of the University. The descriptive method of research was utilized in the study and the main instrument used was a questionnaire. Results showed that most of BS in Tourism graduates of SY 2011-2012 are females. Most of the respondents are in the city wherein majority are gainfully employed locally with regular status and holding professional and managerial positions. Tourism program is viable course that one can find a job in short period of time after graduation. The school related factors is an important instrument for the tourism graduates to have a job placement after graduation. The professional subjects, curriculum and instruction gained from LPU-B are likewise are found very relevant to their respective work.

**Keywords:** Employability, Tourism Graduates, Filipino Students, curriculum

### INTRODUCTION

Tourism program aims to prepare the students to the major roles of an effective promoter of the country's natural and cultural attractions to domestic and international communities; to be tourism development planner who can evaluate and identify tourism opportunities; to be an effective manager of the hospitality resources such as hotels, resorts, travel agencies and restaurants; to be an entrepreneur who will accelerate economic development; and to be a true responsible citizen of the country.

Every student will eventually leave the college or university campus after completing the degree and seek a career-oriented job. Tourism is one of the world's fastest-growing industries. Employers are worried that they may not be able to find enough employees to fill open position. Tourism is growth field that will continue to offer great opportunities.

Hospitality and Tourism are the two fast growing and most exciting industries in the world today. They encompass more than 15 related businesses including lodging, food service, transportation vendors and tour operators. These industries employ more than 8 million people who can earn more than \$165 billion in wages and salaries [1].

Several changes and developments (e.g. the changing labor market, growing worldwide competition, technological advances and changing demand pattern in tourism) require new employability skills from graduates that enable them to cope with the changing circumstances of the tourism business world. Universities are therefore encouraged to embed key skills in their curricula, yet there is often a considerable gap between what educational institutions offer and what is needed and required by the industry (i.e. there is a need to create a hub and interface between the industry and the institutions of higher education). One attempt to actually create this interface and increase the opportunities for graduates to maintain or obtain employment is to look at diverse skills and competencies that enhance employability of graduates [2].

According to Uy et. al that employment is a contract between two parties, one being the employer and the other being the employee [3]. In the Philippines, private employment is regulated under the labor code of the Philippines by the Department of Labor and Employment.

A growing number of employees and newly graduates must be fully equipped with knowledge and skills to be competitive in their respective field. At this point the educational attainment of the individual is given great emphasis. Investment on tertiary education serves as the foundation that prepares the students for their future careers. The success of the students depends on the capacity of the institutions to provide quality education [4]. To be able to provide quality tourism education, the institution must offer an updated curriculum, modern facilities and equipment, efficient student services, responsive school administration and competitive educators with effective teaching strategies to enlighten young minds and lead them to the path of career development.

Lyceum of the Philippines University through the College of International Tourism and Hospitality Management specifically Hotel and Restaurant Management program has developed a well-organized and strategic program of career counseling and job placement to support students and young alumni. Establishing and expanding linkages to both local and international firms for possible job placement and assistance is another major responsibility of the University [5]. Tourism graduates through their curriculum shared potentials to be hired for international jobs. Since the institution promotes global competitiveness as one of its core values, this will be an avenue to know if the college really graduates who are at par with international standards [6].

The employments opportunities may be identified by studying jobs and determine the knowledge and skills on requires. Once that is accomplished, it is possible to plan employment progression. These progressions can then serve as a basis for developing career paths developed and employees identified on the career ladders, it is possible to inventory the jobs and determine where individuals with the required skills and knowledge are needed or will be needed[7].

The overall findings of the study of Celis et . al implied that school related factors such as guidance services, curriculum relevance, and competencies developed instructional facilities and teachers behavior significantly affected by the employability of tourism graduates [8].

According to Armadilla et. al other subjects that may help them to get hired are the foreign languages such as Mandarin, French, Spanish and most especially the universal language, English. They should be fluent in English so that they could communicate to other people with different nationalities [1].

According to the study of Celis et. al, [5], job requirements for different careers abroad are commonly based on the following aspects; demographic profile,

educational attainment, work experiences, and personal background. However, there are still such problems that arise upon applying for a work abroad. That is why the organizations that provide work and travel programs strictly require the participants to comply with the things that they need on them.

The communications and management skills development by LPU were considered very much useful to present work in the respondents while commitment and dedication, obedience to superior and diligence, hard work and love of work were also deemed very much relevant to present employment of the respondents [9].

The pre- employment interventions may be designed based on job practices and requirements in the labor market in terms of academic preparation of the students, mental ability, aptitude, skills and potentialities for jobs in private business and government organization. Indeed college student should be exposing to basic job requirements to prepare them for early employment even before graduation from college [10].

Employees also think that their salary is inequitable. This is compounded by their lack of communication skills and specialized knowledge and lack of training and not following employees in rules and regulations [11].

Employment is an agreement between an employer and an employee that the employee will provide certain services on the job, and in the employer's designated workplace, to facilitate the accomplishment of the employer organization's goals and mission, in return for compensation. The agreement can be verbal, implied, or an official contract. In employment, the employer determines the where, when, how, why, and what of the work that is performed by the employee.

The College of International Tourism and Hospitality Management (CITHM) is a Center of Development for Tourism Program seeks to provide a well-integrated approach to resource of faculty, facilities and the holistic student development. It aims to produce globally competitive, professionals and leaders who respond to the demands of the industry and the academe and contribute to research and community development. It also prepares its students to be globally competent professionals and practitioners who are imbued with LPU core values with Filipino Spirit and Global mindset.

This study was done in order to find out whether there are also mismatch, underemployment and promotion issues among graduates in Tourism program of the university. The study can help in assessment of the relevance of knowledge and skills of the graduates

acquired from institution with their present job and how the school-related factors affect them in terms of their employment status.

### OBJECTIVES OF THE STUDY

This study traced the graduates of Bachelor of Science in Tourism of Lyceum of the Philippines University Batangas of 2011-2012.

More specifically;(1)it described the profile of Tourism graduates of their employment status after earning the BS Tourism program from 2011-2012;(2) determined the school-related and work skills-related factors that affect the graduates employability and promotion;(3) assessed the extent by which work values and skills provided by LPU contribute to the graduates employability and promotion.

### METHODS

#### Research Design

The study made use of descriptive research design as it used to trace graduate employability and employment status of BS Tourism in Lyceum of the Philippines University- Batangas. Descriptive method according to (Calderon, 2011) is designed for the investigator to gather information about presenting existing conditions. It aims to descriptive the nature of situation as it existing at the same time of the study and to explore the causes of particular phenomena.

### Participants

The respondent of this is study compromised of 92 graduates of Bachelor of Science in Tourism SY 2011-2012. Out of the 92 tourism graduate, 1 has passed away last 2013, thus the sample of the study consists of 91 respondents.

### Instrument

The question that used in the study is the standardized questionnaire of tracer studies taken from the Lyceum of the Philippines University- Batangas, Research Center where items were based on CHED mandate of tracing university graduates.

### Procedures

The researchers made use of the standardized CHED questionnaire which were distributed to respondents. Personal distribution was done thru the help of friends and colleagues. Other respondents were traced through email and Facebook Accounts.

### Data Analysis

The following statistical tools were employed as frequency percentage, ranking and weighted mean. The data were classified, tabulated and coded for analysis.

### RESULTS AND DISCUSSION

**Table 1. Distribution of the Graduates Profile (N = 140)**

Profile Variables	f	%
<b>Sex</b>		
Male	8	11.43
Female	62	88.57
<b>Location of Residence</b>		
City	32	45.70
Municipality	31	44.30
No Response	7	10.00

Table 1 shows the percentage distribution of the respondents' profile. It was found out that majority of the graduates are female which obtained a frequency of 62 or 88.57 percent while male got 11.43 percent. Most of the graduates of the tourism program are females; the tourism industry prefers female employees because of the nature of the job that the industry offers.

Most of the establishments in the tourism industry have a great number of female employees; this can be seen in the airline, hotel and other tourism business. Most of the graduates also were living in the city since it obtained the highest frequency of 32 out of 69 respondents.

**Table 2. Presently Employed or Not**

Presently Employed or Not	f	%
Yes	56	80.00
No	6	8.60
Never Employed	8	11.40

According to the data gathered, majority of the respondents were employed since it obtained the highest frequency of 56 or 80.00 percent, while there

are graduates who were unemployed which got a percentage of 8.60. A large population of the respondents is employed, most of them wanted to have

an experience and others are waiting for the call of their employers. Also they work hard for their own future and to their family.

### Reasons Why Not Employed

“Family concern and decided not to find a job” with frequency of 5 or 7.10 percent and the “others” with frequency of 5 or 7.10 percent ranks number one followed by “Advance or further study” and “did not look for job” with one respondent. Majority of the respondents values the Filipino traditions of family first and the other respondents are waiting for their papers for work abroad. Employability of graduate is quite low because there is a lack of job opening which may match for the trainings and skills acquired by the graduates.

### Employment Status

Based on the findings, majority of the respondents are currently employed which is “Regular or Permanent” with the frequency of 40 or 57.1 percent followed by the “Contractual” with the frequency of 15 or 21.4 percent, most of them are out of the country. Having a frequency of 8 or 11.4 percent did not respond because those respondents are unemployed or

never employed. Next is Temporary with 4.3 percent, these are the respondents having an experience, and lastly, the Casual & Self-employed with similar frequency of 2 or 2.9 percent. Most of the graduates acquired jobs not related to their field of specialization because majority of the respondents has no previous experience on the position applied for.

### Nature of Employment

Nature of Employment indicates that about 52 frequency or 74.30 percent are “Gainfully Employed”. This could mean that the tourism graduates of S.Y. 2011-2012 can be regular or full time to the job that is related to the field of specialization. The respondents found their job successfully because it is related to the course of tourism.

In Lyceum of the Philippine University – Batangas, tourism graduates through their curriculum shared potentials to be hired for international jobs. Since the institution promotes global competitiveness as one of its core values, this will be an avenue to know if the college really graduates who are at par with international standards [6].

**Table 3. Major Line of Business of the Company**

Line of Business	f	%
Agriculture, Hunting and Forestry	1	1.40
Manufacturing	1	1.40
Construction	1	1.40
Hotels and Restaurants	16	22.90
Transport Storage and Communication	16	22.90
Financial Intermediation	3	4.30
Real Estate, Renting and Business Activities	1	1.40
Public Administration and Defense; Compulsory Social Security	1	1.40
Education	1	1.40
Health and Social Work	3	4.30
Other Community, Social and Personal	1	1.40
No Response	25	35.7

It can be seen that the Hotels and Restaurants and Transport Storage and Communication are one of the number one ranks with the frequency of 16 or 22.90 percent, the respondents had already experience to work in a company related to the field of specialization. Majority of the respondents focused on Hotel & Restaurant and Transportation Storage & Communications because they already had their on-the-job training on this field as experiences.

### Place of Work

The data reveals that out of the 70 respondents, majority of the employed respondents are working locally with a 42 or 60 percent, most of the respondents are in the Airline Business, Communications company and few are handling their own business and 17 or 24.30 percent of the employed respondents were given an opportunity to work in a Hotel Abroad, with

frequency of 11 or 15.80 percent did not respond mainly because 8 or 11.40 percent of the respondents are never employed and the remaining 3 respondents missed the question.

### First Job after College

From the table it can be noted that 34 or 48.60 percent of the respondents' present job are their first job after college because the respondents are satisfied with what the company offers that they don't bother looking for another job and 26 or 37.10 percent answered no which means that they have worked to a different company to gain experience and to improve their Communication skills before they got to the graduates present job. While 10 or 14.30 percent did not respond and 8 of them are never employed and the remaining 2 missed the question.

**Table 4. Reasons for Staying on the Job**

Reasons	f	%
Salaries and benefits	36	51.40
Career challenge	32	45.70
Related to special skills	20	28.60
Related to course of study	23	32.90
Proximity to residence	5	7.10
Peer influence	2	2.90
Family influence	4	5.70

It can be gleaned on the table that "salaries and benefits" is the number one reason of the respondents for staying on their job with a 36 or 51.40 percent as the respondents are already satisfied with what their company could offer as most of the respondent are supporting their parents and that they have enough money to support themselves, followed by the career challenge with 32 or 45.70 percent. Graduates are satisfied with their fringe benefits, equal treatment of employees, equipment of work place and promotion prospect.

Some answered that it is related to the course of study with 20 or 32.90 percent, 20 or 28.60 percent of the respondents' reason for staying on the job is that, it is related to their special skill. 5th reason of the respondents is the proximity to residence with a 5 or 7.10 percent and 4 or 5.70 percent is influenced by their family while 2 or 2.90 percent said it is a peer influence, mainly because some of the respondents are working on the same company.

#### **First Job is Related to the Course in College**

A frequency of 31 or 44.30 percent graduates had their first job related to their course in college and 10 or 14.30 percent graduates' first job is not related to their course while 29 or 41.40 percent of the graduates did not respond, from the 29 graduates 8 are never employed and the remaining 21 disregarded the question.

#### **Length of Time to Find the First Job**

It is revealed from the table that majority of the respondents obtained their first jobs from 1-6months of searching with a frequency of 23 or 32.90 percent followed by 7-11 months with 6 or 8.60 percent and 4 or 5.70 percent respondents have reached less than a month before they got into work while 37 respondents did not answer the question, 8 of them are never employed and the remaining 29 graduates have neglected the question due to their busy schedules.

#### **Reasons for Accepting the Job**

The main reason why the respondents accepted the job is the salaries and benefits having a frequency of 30 or 42.9 percent followed by career challenge with 29 or 41.4 percent, and 26 frequency or 37.1, reason is related to special skills while 3 or 4.3 percent why

respondents accepted the job is the proximity to residence.

According to Armadilla et. al other subjects that may help them to get hired are the foreign languages such as Mandarin, French, Spanish and most especially the universal language, English. They should be fluent in English so that they could communicate to other people with different nationalities [1].

#### **Reasons for Changing Job**

The top reason of respondents for changing their job is the career challenge with a frequency of 24 or 34.3 percent. Respondents prefer to change their job because they want it to be related in their degree. . Most of the graduates are not satisfied with their income, working condition, and carrier advancement.

On the other hand, 11.4 percent of graduate-respondents changed their job due to proximity to residence. It could be because they find it hard that their place of work is too far from their residence.

#### **Length of Stay in the First Job**

There were 6 respondents or 8.57 percent stay in their first job 2 years to less than 3 years while 3 or 4.29 percent stay only for less than a month on the first job they engaged in immediately after graduation.

The top reasons of the respondents for leaving their first job is due to low salary, most of the respondents wanted higher salary because it is the main reason why they are working. The respondents prefer more interesting and better place of work. The next reason is "work not related to degree", the respondents wanted job where they could utilize the knowledge and skills they have acquired during tertiary level.

Other reasons that the respondents consider are strict regulation of company, end of contract, good offer from other company, career development, and change of interest, change of civil status and no benefit / incentive respectively.

#### **Finding the First Job**

There were 31 graduates disregard the question due to their busy schedules and there are 8 graduates who are unemployed. There are only 3 graduates or 4.30 percent find their first job to an advertisement

while 22 graduates or 31.40 percent find their job as walk-in applicant. On the other hand, someone recommended a job for the graduates to find a first job with the frequency of 10 graduates.

LPU-B is a Center of Excellence in Tourism Education. Lycean graduates found their job because they have self-confidence and they believe in themselves. Another reason why they found their job easily is because their institution is considered a Center of Excellence in Tourism Education in the Philippines. Their skills, attitude, and being professionalism was molded when they are still studying.

#### Length of Time Finding the Current / Present Job

In terms of length of time in finding the present job, 43 or 61.40 percent alumni students neglected the question due to their busy schedules and 8 alumni students are unemployed. The literature proves that the tourism industry offers an array of jobs, this only proves that the majority of the graduates finds job in a short period of time.

The effect of tourism development is likely to increased manpower requirements. Having the

appropriate academic preparation and training gives better opportunities for graduates of tourism as it is the basic requirement in the tourism industry.

#### Job Level Position of First Job

It can be gleaned from the table that the greater percentage of the respondents takes no notice of the query due to their hectic schedules. 8 respondents are unemployed. The job level position of 16 respondents in their first job is Rank or Clerical, on the other hand probable reasons could be that most of the respondents wanted to enhance their communication skill that's why most of their job level position is in Rank or Clerical. 4 respondents are in Professional, Technical or Supervisor while in Managerial or Executive, there are 2 respondents.

#### Job Level Position of Current Job

Most of the graduates are disregarded the question due to their busy schedules, with a 78.60 percent followed by Rank or Clerical having a frequency of 13 or 18.60 percent, while Professional, Technical or Supervisor and Managerial or Executive with similar frequency of 1 or 1.40 percent.

**Table 5. Initial Gross Monthly Earning**

Monthly Earning	Frequency	Percentage (%)
Below P5,000.00	1	1.40
P5,000.00 to less than P10,000.00	10	14.30
P10,000.00 to less than P15,000.00	19	27.10
P15,000.00 to less than P20,000.00	11	15.70
P 20,000.00 to less than P25,000.00	6	8.60
P 25,000.00 and above	12	17.10
No Response	11	15.70

The data revealed that majority of the graduates - respondents had a monthly earning of P10, 000.00 to less than P15, 000.00 having a frequency of 19 or 27.10 percent; the main reason having that salary depends on the company where in they are employed.

Another reason is most of the respondents work locally and follows the Philippine Labor Code, while the lowest is Below P5, 000.00having a 1 frequency of 6 or 1.40 percent. The main reason, having that salary is only part time-job or self-employed. The results show the initial gross monthly earning in first job after college.

**Table 6. Skills or Competencies Found Very Useful in the First Job**

Skills	f	%
Communication skills	51	72.90
Human relations skills	47	67.10
Entrepreneurship skills	18	25.70
Information technology skills	25	35.70
Problem-solving skills	32	45.70
Critical thinking skills	39	55.70

*\*Multiple Responses*

The result shows that the communication skills or competencies found very useful in the first job of BS Tourism graduates. As depicted in the table, Communication Skills obtained the highest percentage

of 72.90, having a frequency of 51, followed by Human relation skills with a frequency of 47 or 67.10 percent. Next is Critical thinking skills which got a frequency of 55.70 percent or 39, while Problem -solving skills obtained a 32 or 45.70 percent, Followed by

Information technology skills having a frequency of 25 or 35.70 percent. Lastly is Entrepreneurship skills with a frequency of 18 or 25.70 percent.

Communication skills are important since they help individuals get more inspired to work harder since

they now have a clear understanding of what is required. Good communication skills also help to reduce mistakes and misunderstanding among employee.

**Table 7. Work Related Values**

Work-Related Values	WM	VI	Rank
1. Love for God	4.93	Very Much	1
2. Honesty and love for truth	4.88	Very Much	2
3. Punctuality	4.85	Very Much	3.5
4. Obedience to superior	4.83	Very Much	5
5. Perseverance and hard work	4.76	Very Much	9.5
6. Creativity and innovativeness	4.71	Very Much	14.5
7. Courage	4.81	Very Much	6
8. Professional Integrity	4.78	Very Much	7
9. Love for co-workers and others	4.85	Very Much	3.5
10. Unity	4.73	Very Much	13
11. Fairness and Justice	4.71	Very Much	14.5
12. Leadership	4.76	Very Much	9.5
13. Tolerance	4.68	Very Much	16
14. Efficiency	4.76	Very Much	9.5
15. Supportiveness	4.75	Very Much	12
16. Perseverance	4.69	Very Much	15
17. Nationalism	4.76	Very Much	9.5
Composite Mean	4.78	Very Much	

Legend: 4.50 – 5.00 = Very Much; 3.50 – 4.49 = Much; 2.50 – 3.49 = Little; 1.50 – 2.49 = Very Little; 1.00 – 1.49 = Not at all

The table indicates the Work Related Values of BS Tourism graduates which show that Love for God obtained the highest weighted mean of 4.93, very much contributed, followed by Honesty and Love for truth with weighted mean of 4.88, very much contributed.

Next are the values of punctuality and Love for co-workers and others with similar weighted mean of 4.85. Ranked five, the obedience to superior with a weighted mean of 4.83, very much contributed, Ranked six is the courage with a weighted mean of 4.81, followed by Professional Integrity with a weighted mean of 4.78. While the Perseverance and hard work, Leadership, Efficiency and Nationalism with similar

weighted mean of 4.76, very much contributed. Next is Supportiveness with a weighted mean of 4.75, ranked thirteen is the Unity with a weighted mean of 4.73. Followed by Creativity and Innovativeness and Fairness and Justice with similar weighted mean of 4.71. Then Perseverance with a weighted mean of 4.69 and the lowest in the ranked is the values of Tolerance with a weighted mean of 4.68, very much contributed.

The composite mean obtained in the table is 4.78, very much contributed. The result shows that the values listed in the table contributed very much in meeting the demands of present job, particularly the value of Love for God.

**Table 8. School Related Factors to Job Placement in terms of Curriculum and Instruction**

General Education Subjects	WM	VI	Rank
1. Mathematics	3.25	Relevant	2
2. Languages	3.74	Very Relevant	1
3. Natural Sciences	3.21	Relevant	3
Composite Mean	3.40	Relevant	

Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not relevant

As shown in the table under General Education Subjects, Languages subject obtained the highest weighted mean of 3.74 interpreted as very relevant factors to job placement in terms of curriculum and instruction. Followed by, Mathematics with a weighted

mean of 3.25 relevant. Ranked three, relevant with a weighted mean of 3.21. The results show the participant's perception that Languages subject are very relevant in their job placement. Communication and technical writing skills especially in English as a

universal language plays an important role in the jobs offered by the tourism industry. Communication skills either oral or written had the greatest impacts on the job placement. These results imply that graduates should equip themselves with good communication skills in order to have an edge over other applicants. They

consider Natural Sciences subject, relevant, but it obtained the lowest rank of three. These might not be useful in the practical applications to their future professions. The overall composite mean obtained is relevant with weighted mean of 3.40.

**Table 9. School Related Factors to Job Placement in terms of Professional Subjects**

Professional Subjects	WM	VI	Rank
1. Transportation Management	3.20	Relevant	10
2. Airline Business	3.26	Relevant	7
3. Hospitality and Tourism Law	3.61	Very Relevant	1
4. Tourism Marketing	3.43	Relevant	4
5. International Fares and Ticketing	3.44	Relevant	3
6. Accommodation Management	3.26	Relevant	8
7. Tourism Planning and Development	3.25	Relevant	9
8. Tourism Impact and Sustainability	3.38	Relevant	5
9. Events Management	3.45	Relevant	2
10. Ecotourism	3.34	Relevant	6
Composite Mean	3.36	Relevant	

*Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not relevant*

The table revealed that the School Related Factors to Job Placement in terms of professional subject are considered by the respondent as relevant with composite mean of 3.36. The data shows that among the professional subject, Hospitality and Tourism Law considered as relevant and ranked first with weighted mean of 3.61, and Transportation Management ranked lowest having 3.20 weighted mean.

A growing number of employees and newly graduates must be fully equipped with knowledge and skills to be competitive in their respective field. At this point the educational attainment of the individual is given great emphasis. Investment on tertiary education serves as the foundation that prepares the students for their future careers. The success of the students depends on the capacity of the institutions to provide quality education [4].

**Table 10. School Related Factors to Job Placement in terms of Faculty and Instruction**

Faculty and Instruction	WM	VI	Rank
1. Conducts himself in a dignified and professional manner.	3.52	Very Relevant	3
2. Has good communication skills	3.52	Very Relevant	3
3. Teacher has mastery of the subject matter	3.43	Relevant	6
4. Makes use of various teaching aids	3.51	Very Relevant	5
5. Relates subjects to other fields and other life situation	3.57	Very Relevant	1
6. Conducts accurate and objective evaluation of student performance	3.52	Very Relevant	3
7. Quality of instruction is relevant to the course	3.06	Relevant	7
Composite Mean	3.45	Relevant	

*Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not relevant*

The table of School related Factors to Job Placement in terms of Faculty and Instruction show that the respondent considers the faculty and instruction as relevant to their job placement. First in the list is “related subject to other fields and other life situation” with 3.57 as its calculated weighted mean, while “teacher has mastery of the subject matter” ranked number six with 3.43 weighted mean. Teacher has mastery of the subject matter were rank lowest because teacher/professor are relying only on their book not with their own experiences in the industry. Mastery of

the subject matter does not only call for the teachers expertise in their own field but it also needs their ability to make concepts understandable to the learners and to let generalizations to be formed [13]. The teachers monitor the students’ performance through implementing the curricula designed by the curriculum developers who are the people in the middle management being supervised and controlled by the top university officials who provide conducive physical facilities and organize how the student services shall be delivered to the customers [14].

**Table 11. School Related Factors to Job Placement in terms of Student Services**

<b>Student Services</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
1. Library services	3.33	Relevant	3.5
2. Registrar's Office services	3.28	Relevant	8
3. College Dean's Office services	3.31	Relevant	5.5
4. Office of Student Affairs services	3.31	Relevant	5.5
5. Health services	3.33	Relevant	3.5
6. Counseling and Testing Center	3.36	Relevant	2
7. Physical Plant and Facilities	3.30	Relevant	7
8. Laboratories (Computer, Science, Laboratories, etc.)	3.38	Relevant	1
<b>Composite Mean</b>	<b>3.32</b>	<b>Relevant</b>	

Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not relevant

Among the student service offered by Lyceum of the Philippines University - Batangas, Laboratories rank first with a weighted mean of 3.38 and considered very relevant to employability of the respondents. While registrar's Office Service rank last on the table with a weighted mean of 3.28. Registrar's office service rank last, it indicates that student concerns may lead to an efficient flow of the processing of important matter regarding school transaction.

To be able to provide quality tourism education, the institution must offer an updated curriculum, modern facilities and equipment, efficient student services, responsive school administration and competitive educators with effective teaching strategies to enlighten young minds and lead them to the path of career development [4]. These effectively assists the student in meeting the requirements of school, personal academic goals and their needs on seeking employment after the graduation.

**Table 12. School Related Factors to Job Placement in terms of Organization and Administration**

<b>Organization and Administration</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
1. The school officers and heads include within their spheres of responsibility, all the vital activities of the institution and colleges	3.41	Relevant	4.5
2. The organization and administrative set-up of the institution and colleges are well integrated and function efficiently.	3.44	Relevant	2
3. Department heads are effective in guiding training and development of students to improve their performances	3.41	Relevant	4.5
4. Department heads possess positive attitude towards work, staff and students	3.39	Relevant	6
5. The administration ensures that training programs for students are adequate and well-organized	3.44	Relevant	2
6. The administration adheres to its vision-mission and institutional values.	3.44	Relevant	2
<b>Composite Mean</b>	<b>3.42</b>	<b>Relevant</b>	

Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not relevant

The given data shows that " the organization and administrative set up of the institution and colleges are well integrated and function efficiently" together with " the administration ensure that training program for student are adequate and well-organize" and "the administration adheres to its vision-mission and institutional values" ranked second with 3.44 as its calculated weighted mean and perceive by respondent to be relevant to their employability, while "department heads possess positive attitude towards work, work ,

staff, and student" with" 3.39 weighted mean and relevant to the employability of the respondent. Department heads possess positive attitude towards work, staff and student to have an opportunity in possible future jobs.

The school related factors to job placement in terms of organization and administration got a composite mean of 3.42 and relevant to the employability of the respondents.

**Table 13. School Related Factors to Job Placement in terms of Community Extension, Linkages and Research**

<b>Community Extension, Linkages and Research</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
1. Community Extension services of the college	3.30	Relevant	1
2. Linkages with other institutions and OJT	3.28	Relevant	2
3. Development of research activities in the college	3.26	Relevant	3
<b>Composite Mean</b>	<b>3.28</b>	<b>Relevant</b>	

*Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not relevant*

The table above shows the reaction of the respondent in terms of community extension, linkages and research. The respondent consider that school related factors to the job placement in terms of community extension, linkages and research is relevant having a composite mean of 3.28. First in the list is "community extension service of the college" with 3.30 weighted mean and relevant to employability of the respondents, "Linkages with other institution and OJT" ranked second relevant with 3.28 as its calculated weighted mean and "Development of research of activities in the college" ranked last and considered by the respondent as relevant with 3.26 weighted mean because some professor are not monitoring their student regarding the research paper and conducting a research in a length of one semester is not enough for the researchers.

The given data shows that community extension, linkages and research considered as relevant by the respondent with composite mean of 3.28. The respondents believe that linkages will provide the more and better opportunities for employment in future.

### CONCLUSIONS

Most of BS in Tourism graduates of SY 2011-2012 are females and only few are males. Most of the respondents are in the city. Majority of the respondents are gainfully employed locally with regular status and holding professional and managerial positions. Tourism program is viable course that one can find a job in short period of time after graduation. The school related factors is an important instrument for the tourism graduates to have a job placement after graduation. The professional subjects, curriculum and instruction gained from LPU-B are likewise found very relevant to their respective work.

### RECOMMENDATIONS

CITHM, must continue on tracking its graduates to maintain the up-datedness of the curriculum being offered by the institution. Academic program such as enhancement of Communication skills either oral or written and on-the-job training had the greatest impacts on job placement in the tourism industry. Prioritize the development of Entrepreneurship skills, in every tourism students so that they can be a young entrepreneur or risk-taker. LPU-B must continue its mission of providing quality education by improving and maintaining various facilities and services it offers. Development of new

teaching strategies and continuous expanding of knowledge of the school instructors must be encouraged for the transportation management. Further development of the school related factors such as professional subjects, organization and administration, and community extension to ensure the competitiveness of the students. Strengthen the tie-ups either locally or internationally to service establishment for collaboration and partnership to help graduates on their job placement.

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