

Employer Perception of HM Graduates: Educational Credential vs. Practical Competence

¹Roberto N. Banton, Jr. , ²Rosell P. Cultivo , ³Vince Lorenz J. Garcia, ⁴May Ann G. Nollora 

National University Philippines

¹rnbanton@nufairview.edu.ph, ²rpcultivo@nufairview.edu.ph, ³garciavincelorenzj@gmail.com,

⁴mgnollora@nu-fairview.edu.ph

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Corresponding Email:

rnbanton@nufairview.edu.ph

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Abstract. The hospitality industry is fundamentally service-oriented, making both academic preparation and workplace readiness critical to graduate employability. As Hospitality Management (HM) graduates enter an increasingly competitive labor market, questions remain regarding the relative importance employers place on educational credentials and practical competence during hiring. This study examined employer perceptions of HM graduates by comparing the influence of these two factors on employability assessments. Using a descriptive-correlational research design, the study surveyed employers from full-service restaurants in Cubao, Quezon City. Respondents represented diverse organizational positions, levels of industry experience, restaurant classifications, and professional backgrounds. A validated survey questionnaire measured perceptions of educational credentials, including degree attainment, academic performance, certifications, and curriculum relevance, as well as practical competence, encompassing on-the-job training, work experience, soft skills, digital literacy, and school reputation. Descriptive and inferential statistical analyses were employed to interpret the data. Findings showed that employers considered both educational credentials and practical competence important in evaluating HM graduates. Educational credentials received a verbal interpretation of "Agree," while practical competence was rated "Strongly Agree," indicating a slightly stronger positive perception. However, inferential analysis revealed no statistically significant difference between the two factors. Although practical competence obtained a higher descriptive rating, employers did not significantly prioritize it over educational credentials. The results suggest that employers value a balanced combination of academic qualifications and practical abilities. Educational credentials serve as indicators of foundational knowledge and discipline, whereas practical competence reflects graduates' readiness to perform effectively in workplace settings. The absence of a significant difference highlights that employability is influenced by the combined contribution of both factors. Therefore, higher education institutions should strengthen curriculum-industry alignment through experiential learning opportunities, structured training programs, and soft skills development to enhance graduates' employability.

Introduction

Graduation is not the end goal but the beginning of a professional career. Many students believe that completing a program and earning a degree will guarantee a job that aligns with their planned goals. However, a 2022 survey by the Ecole Hoteliere de Lausanne (EHL), a well-known Swiss hospitality management school, found a discrepancy between expectations and industry reality among students in the hospitality management program. This indicates that although degrees are perceived as an advantage for many students, they commonly overestimate how academic qualifications affect their career success (Raub, 2022). Unaware of these difficulties, students under the hospitality program are confused between their idealistic expectations and the realities of the industry. This demonstrates

that students have a limited understanding of the practical experience within the hospitality sector, and if not properly prepared, they may fall short of the requirements needed after completing their program.

There is a misconception among graduates that completing a program will automatically secure their employment. Although a bachelor's degree in tourism and hospitality is often perceived as an edge, it is not usually a requirement for some industries. Many employers in lodging and food and beverage frequently value hands-on experiences (Aguilar, 2021). Since service quality is the core of the hospitality industry, the organization prioritized that the applicants have to meet the required expertise to maintain customer satisfaction and service standards. This creates a challenge for graduates who may have foundational knowledge but lack the skill sets that are most valued in the industry.

As fresh graduates enter the workplace, they are faced with a competitive job market where qualifications, skills, and experience are key factors to secure employment in the hospitality sector. However, the perception of hospitality industry employers of graduates still remains unclear. While some businesses value job experience more, others prioritize academic background and credentials as the main factors that influence the hiring process. These issues complicate the career preparedness of fresh graduates within the hospitality industry. This raises several problems that might lead to a decline in the number of potentially skilled hospitality workers and might pose a challenge in finding employment aligned with the program. Creating a skill gap between hands-on experience and the institution's educational program. These challenges not only affect college graduates but also university institutions aligned with the hospitality sector, as they have an impact on the overall quality of the workforce.

To further address these difficulties, a recent survey has found that while academic qualifications are valued in the hospitality sector, their role in employability is increasingly questioned. In 2025, Ghani et al discovered that graduates who possessed technical skills and showed proficiency in industry services such as food and beverage, event management, and front office operations were more likely to secure employment in the workplace. This finding suggests that graduates' educational credentials not only provide primary knowledge on their careers but also provide a competitive advantage in the industry.

However, contrary to this problem, many employers give more importance to the hands-on experience of applicants over their academic qualifications. According to the study by Shariff, N. M., & Abd Razak, R. in 2022, soft skills such as communication, teamwork, adaptability, and problem-solving are constantly at the top of employability factors in the hiring process of the industry. This suggests that applicants who provide more time to obtain interpersonal skills have a higher employability rate than graduates who possess outstanding educational credentials. This demonstrates that within the hospitality industry, there is a disparity between employers who value practical skills, which are more utilized in the workplace than educational credentials from academic institutions, when securing employment.

On one hand, credentials provide credibility and are a foundation for knowledge and preparedness. On the other hand, practical experience and interpersonal abilities may have more influence on workplace success. These differences underscore the need for closer investigation between the academe and the hospitality industry through hospitality graduates who have experience in job applications to ensure that tertiary students are equipped with not only formal qualifications but also the practical skillsets and adaptability required to thrive in hospitality careers.

Employer perception of Hospitality Management (HM) graduates is shaped by the interplay of educational credentials and practical competencies. Across international and local studies, employers in the hospitality industry emphasize job-relevant skills such as communication, adaptability, technical proficiency, and service-oriented behavior as key determinants of employability. These competencies are often developed through work immersion, internships, and on-the-job training, which are widely recognized as essential in preparing graduates for real workplace demands. Employers frequently associate strong practical skills with readiness for service operations, reduced training costs, and improved job performance.

Educational credentials, including academic degrees, academic performance, certifications, and curriculum alignment, are also highly valued. Studies indicate that these credentials function as signals of discipline, theoretical knowledge, and foundational preparedness for hospitality roles. International findings show that employers often use educational attainment as a baseline screening tool in recruitment, particularly for entry-level positions. Likewise, certifications such as TESDA qualifications and other industry-recognized training programs are viewed as indicators of standardized competencies that enhance graduate employability. In many cases, employers perceive academically strong graduates as more structured in thinking and more capable of adapting to operational requirements.

Tracer studies in both the Philippines and international contexts further reinforce the importance of combining academic and practical preparation. Graduates who possess both strong educational backgrounds and hands-on experience are more likely to secure employment within a shorter period after graduation.

In particular, Philippine studies show that hospitality graduates with completed internships, certifications, and soft skills training demonstrate higher employability rates and smoother transition into hotel and restaurant positions. For example, TVET-certified graduates have reported significant employment success shortly after graduation, underscoring the practical value of skills-based training in the local labor market.

However, the literature also reveals that employer perception is not uniform and is influenced by several contextual factors. The position of the employer within the organization significantly affects hiring priorities. Senior managers and HR personnel tend to prioritize formal qualifications and academic credentials, while frontline supervisors and operational managers place greater importance on hands-on experience and technical skills. Additionally, the classification of hospitality establishments—such as fine dining, casual dining, or family-oriented restaurants—also shapes expectations, with higher-end establishments generally requiring more specialized training and higher competency levels.

Length of industry experience further influences employer expectations, as more experienced managers tend to adopt stricter standards and expect graduates to demonstrate job readiness with minimal training. Similarly, educational background affects how employers evaluate applicants, as those with higher familiarity with hospitality education systems tend to better recognize the value of both credentials and competencies. These findings suggest that employer perception is highly contextual and varies based on organizational role, experience, and operational setting.

Overall, Human Capital Theory provides a strong framework for understanding these findings, as it emphasizes that investments in education, training, and skill development increase an individual's productivity and employability. The literature collectively suggests that neither educational credentials nor practical competencies alone are sufficient; rather, a balanced combination of both is essential for enhancing graduate employability. Hospitality education institutions are therefore encouraged to strengthen curriculum-industry alignment by integrating experiential learning, certification programs, and soft skills development. This integrated approach ensures that graduates are not only academically prepared but also industry-ready, ultimately improving their employment outcomes in the competitive hospitality sector.

This study aims to highlight the perception of employers of HM graduates between educational credentials and practical competence in the job application process for hospitality graduates, while providing evidence-based recommendations for curriculum enhancement. By drawing conclusions on the employers' perceptions, the research seeks to provide a clear understanding for both students and institutions to develop stronger guidelines on increasing employability within the hospitality sector. In addition, the findings of this study provide insight and ideas to upcoming graduates on the benefits of investing in their educational credentials and how practical competence influences hiring decisions. The findings of this study will assist in effectively utilizing the gathered data to improve career plans and opportunities. Ultimately, this research attempts to address these gaps by investigating how educational credentials and practical competence influence the hiring process for new hospitality workers. Specifically, this study investigates how employers evaluate credentials and soft skills during job applications and how it affects career opportunities. The findings are expected to provide valuable insights for graduates on how to properly navigate the job application process.

Research Questions

This research seeks to determine the perception of employers of the relationship between educational credentials and practical competencies of HM graduates, on providing recommendations to increase employability. While practical experiences and challenges frequently influence graduates' employability, the value of educational qualifications varies depending on the factors that provide applicants a competitive advantage during the hiring process. Furthermore, this study aims to present clear insights into industry expectations after graduation and to serve as a guide in preparing students for their future careers.

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Organization Position;
 - 1.2. Classifications of Full-Service Restaurant,
 - 1.3 Length of Service in the Industry; and
 - 1.4. Educational Background of the Respondent?
2. To what extent do employers perceive the educational credentials of HM graduates in terms of:
 - 2.1. Degree Attended,
 - 2.2. Academic Performance,
 - 2.3. Certification; and
 - 2.4. Curriculum Alignment with Industry Needs?
3. To what extent do employers perceive the practical competence of HM graduates in terms of:

- 3.1. On-the-Job Training Related Experience;
- 3.2. Soft Competencies;
- 3.3. Digital Literacy; and
- 3.4. School Reputation?

4. Is there a significant difference in the educational credentials and practical competence in evaluating the employability of HM Graduates?

5. Based on the findings of the study, what recommendations or framework may be proposed to determine the extent to which employers prioritize educational credentials, practical competence, or both in evaluating the employability of Hospitality Management graduates?

Methodology

This study is anchored on Human Capital Theory proposed by Gary S. Becker (1964), which explains education and training as forms of investment that enhance individuals' skills, productivity, and employability. Han (2024) studies the expanding Chinese hospitality industry and the increasing pressure on fresh graduates to acquire competitive skills that are aligned with the needs of global tourism. Finally, Philips (2024) investigated how tourism education prepares graduates for real-world demands. This study utilized Human Capital Theory, as it argues that educational programs represent a strategic investment of human capital. The theory posits that educational attainment, training, and acquired competencies function as human capital that contributes to improved labor market outcomes, including employment opportunities and career advancement. In this study, Human Capital Theory provides the conceptual foundation for understanding how employers evaluate Hospitality Management graduates based on their educational credentials and practical competence as indicators of job readiness and workforce productivity. Additionally, in 2024, Talukder and Kumar explored how investments in training of workplace leadership and employee development strengthen human capital in the hospitality industry.

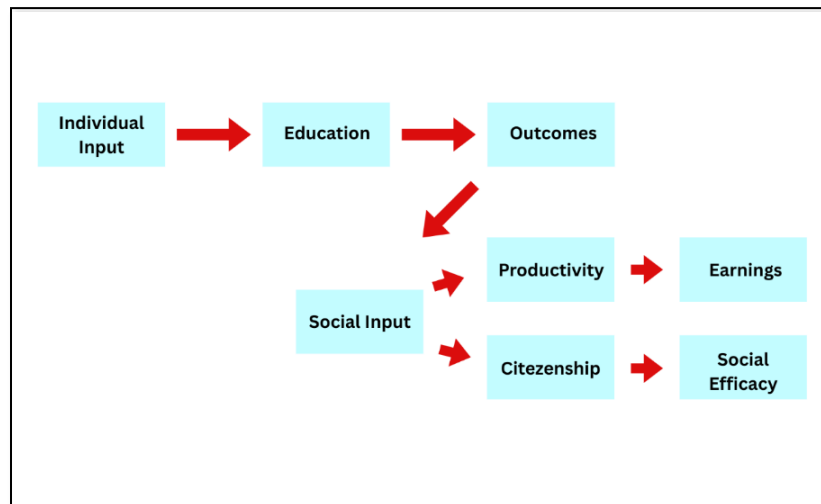


Figure No. 1. The Theoretical Framework of the Study, A model of Human Capital Theory by Gary S. Becker (1964)

The study employed a quantitative research design using a descriptive-correlational approach to examine employers' perceptions of Hospitality Management graduates in terms of educational credentials and practical competence. This design was considered appropriate and ideal for studies assessing employers' perceptions of educational credentials and practical competence (Creswell & Creswell, 2021). The descriptive component was used to present and analyze the demographic profile of respondents, while the correlational component determined the relationship between educational credentials and practical competence without manipulating any variables. Data were gathered through a researcher-developed survey questionnaire using a four-point Likert scale to ensure measurable and non-neutral responses, allowing for statistical analysis and interpretation. This approach enabled the researcher to summarize the demographics and support the analysis of the subsequent data provided in the questionnaire. Frequency and percentage distributions allowed for categorization and illustrated the number of responses to effectively display the demographic patterns (Bhandara, 2023). This method was essential for the analysis of respondents' profiles, as it clarified the data before conducting more complex analyses.

The study was conducted in selected full-service restaurants in Cubao, Quezon City, Philippines, specifically fine dining, casual dining, and family dining establishments, chosen due to their concentration of hospitality businesses and relevance to industry employability standards. The respondents consisted of 100 employers, including general managers, head chefs, supervisors, and human resource personnel, selected through a restricted random sampling technique to ensure that only qualified participants meeting predefined criteria were included.

The research instrument was divided into four parts: demographic profile, perceptions of educational credentials, perceptions of practical competencies, and recommendations for improving graduate employability. The questionnaire was administered both online and in person and was prepared in English and Filipino to ensure clarity and accessibility. Content validity was established through expert evaluation from academic and industry professionals in hospitality education, while reliability was tested using the Pearson product-moment correlation coefficient to ensure internal consistency of the instrument. An observational study conducted by Zhang et al. (2022) demonstrated a positive correlation between educational experiences and practical competencies on employability outcomes of college graduates, supported by the t-test statistical method. This finding highlighted the effectiveness of the Pearson correlation coefficient in establishing the connection between academic qualifications and soft competencies. Utilizing these methods ensured the credibility of the data and strengthened the findings of the research. Furthermore, by applying these analytical techniques, the study provided evidence-based conclusions that could inform the institution's career preparedness initiatives.

Data collection began after securing institutional approval and ethical clearance. Respondents were informed of the study's purpose and participated voluntarily. Completed responses were collected, encoded, and analyzed using appropriate statistical tools, then presented in tables and charts for interpretation. Confidentiality and data privacy were strictly observed throughout the process, and all collected data were securely stored and disposed of after analysis.

Results and Discussion

The demographic profile of respondents shows a predominance of frontline supervisory personnel (46%), followed by middle-level managers (33%) and top-level managers (21%), indicating that most participants are directly involved in operational supervision and employee evaluation within hospitality establishments. The results revealed that the frontline supervisory level dominated the respondents' overall work position. Suggesting that frontline supervisory personnel may be influenced by greater involvement within operations and direct engagement within organizational activities (Sibulan et al., 2025). In terms of restaurant classification, the majority of respondents were employed in casual dining establishments (72%), while the remaining 28% came from fine dining restaurants. This distribution reflects the wider availability of casual dining operations in the Philippine hospitality sector and ensures representation from key types of full-service restaurants. This indicates that most of the respondents in the study come from casual dining establishments, mainly for the reason that fine dining restaurants within the Philippines are limited (Gumasing, 2025).

Organization Position	Frequency	Percentage
Top Level Management	21	21%
Middle-Level Management	33	33%
Frontline Supervisory Level	46	46%
TOTAL	100	100%
Restaurant Classification	Frequency	Percentage
Fine Dining Restaurant	28	28%
Casual Dining Restaurant	72	72%
TOTAL	100	100%
Work Duration	Frequency	Percentage
Less than 1 year	11	11%
1-3 years	20	20%
4-6 years	30	30%
More than 6 years	39	39%
TOTAL	30	100%
Graduate of BHSM/HRM	Frequency	Percentage
Yes	59	59%
No	41	41%
TOTAL	30	100%

Table No. 1. Demographic Profile of the Respondents

Regarding work experience, most respondents had more than six years of industry experience (39%), followed by 4–6 years (30%), 1–3 years (20%), and less than one year (11%). This pattern aligns with research showing that long-term experience in hospitality contributes to deeper operational understanding and influences employers' evaluative criteria when assessing graduate competencies (Sibulan et al., 2025). This indicates that a large proportion of respondents possess substantial industry exposure, which enhances the credibility of their evaluations of graduate employability and competencies. Finally, in terms of educational background, 59% of respondents were graduates of BS Hospitality Management (BSHM) or Hotel and Restaurant Management (HRM), while 41% were non-related graduates. This suggests that a majority have academic exposure to the hospitality field, which may influence how they assess graduates' educational credentials and practical competence in relation to industry expectations.

Degree Attended	Mean	Verbal Description	Rank
I prefer applicants whose major (e.g., Restaurant Management, Culinary Arts, Event Management) matches the position they are applying for.	2.86	Agree	5
I consider an applicant's academic background when determining if they should be shortlisted for an interview.	3.00	Agree	2
I expect applicants to demonstrate workplace readiness based on their academic training.	2.93	Agree	4
The educational background of HM graduates helps me confirm that they possess the core hospitality competencies required for the job.	3.02	Agree	1
HM graduates show adequate theoretical knowledge needed for day-to-day restaurant operations (such as customer service standards and SOPs).	2.96	Agree	3
Sub-Overall	2.95	Agree	
Academic Performance	Mean	Verbal Description	Rank
Academic honors (e.g., with honors, cum laude) positively influence my perception of an applicant's discipline.	3.02	Agree	2
I consider a graduate's participation in academic competitions listed on their résumé (e.g., culinary or service competitions) as an indicator of initiative and competence.	2.98	Agree	3
HM graduates communicate clearly with guests (such as giving instructions or handling inquiries).	3.30	Strongly Agree	1
I use a graduate's academic performance (such as grades or coursework achievements) to gauge their ability to learn new procedures quickly.	2.90	Agree	4
Leadership roles in school (e.g., class officer, organization leader) make an applicant more competitive.	2.47	Disagree	5
Sub-Overall	2.93	Agree	
Certification	Mean	Verbal Description	Rank
TESDA National Certificates provide reliable proof of a graduate's technical competency	3.55	Strongly Agree	2
Short courses or micro-credentials (such as wine service or food costing) strengthen specialized skills	3.51	Strongly Agree	3
Hands-on training certificates (such as barista workshops or service simulations) show practical experience.	3.50	Strongly Agree	4
Seminars attended (such as food safety or customer service trends) update graduates on industry standards.	3.60	Strongly Agree	1
I prioritize applicants with multiple relevant certifications when reviewing resumes	2.95	Agree	5
Sub-Overall	3.42	Strongly Agree	
Curriculum Alignment with Industry Needs	Mean	Verbal Description	Rank

HM graduates are properly trained in the safety and sanitation practices required in restaurant operations	3.14	Agree	3
The HM curriculum sufficiently covers essential service procedures used in full-service restaurants.	3.11	Agree	4
Graduates show industry-relevant skills, familiarity with POS systems, and modern service techniques.	3.08	Agree	5
HM graduates demonstrate ethical behavior (such as respect for guests and adherence to workplace rules).	3.34	Strongly Agree	1
Graduates apply sustainability concepts (such as waste segregation or energy-saving habits).	3.25	Agree	2
Sub-Overall	3.18	Agree	

Table No. 2. Employers' Perceptions of the Educational Credentials of HM Graduates

Overall, employers showed a positive but selective perception of Hospitality Management graduates' educational credentials. Among the indicators, certifications obtained (M = 3.42, Strongly Agree) were rated highest, indicating that employers place strong value on industry-recognized credentials as proof of job readiness and operational competence. In contrast, academic performance (M = 2.93, Agree) received the lowest rating, suggesting that while it is acknowledged, it is not a major determinant in hiring decisions compared to practical capability. Meanwhile, degree attended (M = 2.96) was generally recognized as a basic qualification that signals foundational knowledge but is not sufficient on its own to influence recruitment outcomes. Similarly, curriculum alignment with industry needs (M = 3.18) was viewed positively, though employers still perceived gaps between academic preparation and actual workplace demands, implying the need for further on-the-job training. In summary, the findings indicate that employers prioritize certified and skills-based credentials over purely academic indicators, emphasizing that validated competencies and industry readiness are more influential in hiring decisions than academic achievement alone.

On-the-Job Training Related Experience	Mean	Verbal Description	Rank
Graduates who completed OJT in reputable establishments show better preparedness for work.	3.63	Strongly Agree	3
The skills graduates acquire during OJT are directly useful for restaurant operations.	3.56	Strongly Agree	4
Rotational department exposure during OJT helps graduates adapt to multiple tasks in the workplace.	3.72	Strongly Agree	2
The length of OJT experience contributes to the graduate's confidence and efficiency at work.	3.74	Strongly Agree	1
OJT experience helps develop a graduate's professionalism, attitude, and work ethic.	3.43	Strongly Agree	5
Sub-Overall	3.62	Strongly Agree	
Soft Competencies	Mean	Verbal Description	Rank
HM graduates communicate effectively and build positive interactions with guests and coworkers.	3.83	Strongly Agree	2
HM graduates demonstrate strong work ethics, such as punctuality and responsibility.	3.84	Strongly Agree	1
HM graduates work well in team-based environments and support collaborative operations.	3.84	Strongly Agree	1
HM graduates manage their tasks efficiently, especially during peak hours.	3.84	Strongly Agree	1
HM graduates consistently present themselves appropriately in terms of behavior and appearance.	3.85	Strongly Agree	3
Sub-Overall	3.84	Strongly Agree	
Digital Literacy	Mean	Verbal Description	Rank
HM graduates can operate restaurant technology such as POS systems or digital ordering platforms.	3.14	Agree	5
HM graduates can effectively use basic tools, devices, and equipment required in hospitality operations.	3.24	Agree	3
HM graduates are capable of handling and interpreting basic operational data (e.g., sales, inventory)	3.23	Agree	4

HM graduates understand basic cybersecurity practices that help protect business and customer data.	3.25	Agree	2
HM graduates quickly learn and adapt to new digital tools and systems used in restaurant operations.	3.44	Strongly Agree	1
Sub-Overall	3.26	Strongly Agree	
School Reputation	M	Verbal Description	Rank
A well-ranked school positively influences my perception of the graduate's competence.	3.22	Agree	5
A well-ranked school positively influences my perception of the graduate's competence.	3.28	Strongly Agree	4
Schools with strong industry partnerships produce more job-ready graduates.	3.64	Strongly Agree	2
Schools that conduct tracer studies demonstrate a commitment to monitoring and improving graduate employability.	3.42	Strongly Agree	3
A high graduate employability rate strengthens my assessment of the school's training quality.	3.77	Strongly Agree	1
Sub-Overall	3.45	Strongly Agree	

Table No. 3. Employers' Perceptions of the Practical Competencies of HM Graduates

Employers demonstrated a strongly positive perception of Hospitality Management graduates' practical competence (overall M = 3.54). Among the indicators, soft competencies (M = 3.84) ranked highest, highlighting the strong emphasis placed on communication, teamwork, and professionalism as critical drivers of effective service delivery in hospitality operations. On-the-job training experience (M = 3.62) was also highly valued, as it helps bridge academic learning with actual workplace demands and reduces required training time upon hiring. Melchor et al. (2025) found out that employers highly value graduates that has quality OJT experiences, as it allows them to be competent and demonstrate familiarity with service operations. The study further emphasized that OJT reduces the need for workplace training upon employment as individuals with experience has smoother adjustment to operational procedures. School reputation (M = 3.45) was likewise considered important, indicating that graduates from reputable institutions are generally perceived as better prepared and more disciplined. In contrast, digital literacy (M = 3.26), while still rated positively, received the lowest mean, suggesting that it is viewed as a baseline requirement rather than a primary hiring criterion. Overall, the findings show that employers prioritize behavioral and experiential competencies over technical digital skills, reinforcing that practical competence is a key determinant of employability in the hospitality industry.

Conclusion and Recommendations

The study highlights that employers in full-service restaurants in Cubao, Quezon City value both educational credentials and practical competencies in Hospitality Management graduates; however, greater emphasis is placed on practical competencies, particularly operational readiness, communication skills, and adaptability. While academic qualifications are recognized as foundational requirements, they are not sufficient on their own to ensure employability without demonstrated workplace competence. From the perspective of Human Capital Theory, the findings suggest that education serves as an initial investment, but its value is maximized only when translated into practical, job-ready skills. Both educational credentials and practical competencies therefore function as forms of human capital, with employability depending on their alignment with industry needs.

The findings significantly provide a clearer understanding of how employers in Cubao, Quezon City, full-service restaurants perceive hospitality management graduates in operational settings and hiring processes. The results indicate that while educational credentials remain relevant as baseline indicators in the hiring process, the findings revealed that employers demonstrate a stronger descriptive emphasis on practical competencies. This suggests that academic qualifications alone are insufficient without the ability to translate knowledge into effective workplace performance.

These outcomes are influenced by employers' demographics, which include the organizational positions, lengths of industry experience, classification of restaurants, and background of respondents. Employers that are directly involved in daily operations within full-service restaurants tend to place greater emphasis on graduates' readiness to perform actual operational tasks, interact professionally with guests, and adapt in service environments. These findings imply that employability within the hospitality industry is increasingly shaped by graduates' ability to demonstrate core competencies rather than academic background alone. Therefore, operational preparedness is crucial in maintaining service quality and customer satisfaction.

For Human Capital Theory, the results suggest that hospitality education is valued not only because of academic credentials but also for its capability to transform knowledge into effective and efficient workplace competencies. The study supports that both educational credentials and practical competence act as variables for human capital. However, their value depends on their relevance to industry needs. Employers recognize educational credentials as foundational investments, while practical competencies reflect the immediate capability of an applicant within operational settings. This reinforces the idea that investment in both technical and non-technical skills enhances the overall employability and productivity of hospitality graduates.

In addition, in terms of practice, policy, and future research, the findings provides recommendation and suggest strategies to have a systematic preparation for hiring practices and curriculum development in the hospitality sector. Experts and practitioners may utilize the results of this study to develop and refine recruitment and training that prioritizes competency-based assessment. Educational institutions may also study and consider developing strengthened collaboration with industry-related establishments for more experiential learning on enhancing the workplace readiness of students.

Furthermore, policy perspective may further support the development of industry-recognized certifications, systemized on-the-job training, and partnerships between tertiary institutions and hospitality establishments.

However, the implications should be interpreted and viewed within the scope of the study. The findings are based on selected employer respondents within the hospitality industry, specifically the full-service restaurant of Cubao, Quezon City, and do not fully represent all hospitality sectors and specific job roles. Lastly, for future research, the scope of the specific classifications of hospitality establishments and other organizational roles may be expanded to have a more accurate context for specific insights and implications.

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Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

Please see attached appendices to this study.