

Appendices

Appendix A. Sample Instrumentation

Survey Questionnaire HOSPITALITY MANAGEMENT GRADUATES SURVEY QUESTIONNAIRE INFORMED CONSENT FORM EMPLOYER PERCEPTION OF HM GRADUATES' EDUCATIONAL CREDENTIAL VS. PRACTICAL COMPETENCE Dear Respondents Good day! I am a graduating student of Bachelor of Science in Hospitality Management from National University Fairview, and I humbly request the participation of selected full-service restaurant employers from within Cubao, Quezon City. I am currently conducting a research study entitled "employer perception of HM Graduates' educational credential vs. practical competence." In connection with this, I would like to ask for a few minutes of your time to complete our survey questionnaire. This will only take about 5 to 10 minutes of your time. Your responses will serve as valuable evidence-based data for the development of a proposed action plan related to this study. DATA PRIVACY ACT In accordance with the Data Privacy Act of 2012 (RA 10173), all information you provide will be collected, stored, and utilized solely for research purposes. Rest assured that your responses will be kept strictly confidential and will not be used for any purpose other than this study. Access to completed questionnaires will remain exclusive to the researcher. Please be informed that your participation in this study is entirely voluntary. You may choose not to participate, decline to answer, ask specific questions, or withdraw from the survey at any point without any consequence.	By completing the survey, you are authorizing and voluntarily giving your consent to the researcher to execute none other than the aforementioned. Thank you very much for your time and support. PART 1: Demographic profile of Respondents Instruction: Please provide accurate information about yourself by checking the option that best describes you or by filling in the blank spaces when necessary. Your responses will be used solely for research purposes and will be kept strictly confidential. "Do you currently participate in evaluating, interviewing, recommending, or approving applicants, trainees, or OJT's for hiring or continued employment at this restaurant?" ☐ Yes (Proceed to the following questions) ☐ NO (Thank you for your time) 1. Which of the following best describes your position in this restaurant? ☐ Top-Level Management (General Manager, Restaurant Manager, Executive Chef) ☐ Middle-Level Management (Dining Captain, Kitchen Manager, F&B Manager, HR Officer / HR Manager) ☐ Frontline Supervisory Level (Reception Supervisor, Head Waiter, Kitchen Supervisor) 2. What is the classification of your restaurant establishment? ☐ Fine Dining Restaurant ☐ Casual Dining Restaurant
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3. How long have you been working in the hospitality or restaurant industry?

- ☐ Less than 1 year
☐ 1-3 years
☐ 4-6 years
☐ More than 6 years

4. Are you a graduate of Bachelor of Science in Hospitality Management (BSHM) / Hotel and Restaurant Management (HRM)?

- ☐ Yes ☐ No

Part II: Employers' Perception of Educational Credentials of HM Graduates

Instruction: Please indicate the extent to which you agree or disagree with the following statements by checking the appropriate box.

Scale	Verbal interpretation	
4	Strongly Agree	(SA)
3	Agree	(A)
2	Disagree	(D)
1	Strongly Disagree	(SD)

1. Degree Attended	4	3	2	1
Refers to the formal academic qualification earned by HM graduates.	(SA)	(A)	(D)	(SD)
1.1. Specialization or Major				
I prefer applicants whose major (e.g., Restaurant Management, Culinary Arts, Event Management) matches the position they are applying for.				

1.2. Competitive Advantage in Recruitment	I consider an applicant's academic background when determining if they should be shortlisted for an interview.			
1.3 Employability Readiness	I expect applicants to demonstrate workplace readiness based on their academic training.			
1.4 Validation of Core Competencies	A graduate's educational background helps me assess if they possess core hospitality competencies.			
1.5 Theoretical Knowledge	I expect HW graduates to apply basic knowledge learned in school (such as service standards and Standard operating procedures) while at work.			
2 Academic Performance	Represents the academic accomplishments earned by graduates during their studies.	4 (SA)	3 (A)	2 (D) 1 (SD)
2.1 Academic Honors	Academic honors (e.g., with honors, cum laude) positively influence my perception of an applicant's discipline.			
2.2 Participation in Academic Competitions	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.			

2.3 Language Proficiency I consider language-related academic credentials listed on the résumé when evaluating applicants.					
2.4 Learning Capabilities I use a graduate's academic performance (such as grades or coursework achievements) to gauge their ability to learn new procedures quickly.					
2.5 Leadership Role Leadership roles in school (e.g., class officer, organization leader) make an applicant more competitive.					
3. Certifications Refers to additional professional qualifications and recognitions obtained by HM graduates.	4 (SA)	3 (A)	2 (D)	1 (SD)	
3.1 National Certificate A TESDA National Certificate is something I actively check for when deciding whether to hire an applicant.					
3.2 Short Courses and Micro-Credentials Short courses or micro-credentials (e.g., wine service, food costing) influence my decision to choose one applicant over another.					
3.3 Hands-On Skills Training Certificates Hands-on training certificates (e.g., barista workshops, service simulations) make an applicant more appealing to hire.					

3.4 Seminars Attended Seminar certificates (e.g., food safety, customer service updates) have a strong influence on my hiring decisions.					
3.5 Distinction in Resume Screening I place applicants with multiple relevant certifications at an advantage during resume screening.					
4. Curriculum Alignment with Industry Needs Assesses the extent to which the curriculum matches current hospitality industry requirements.	4 (SA)	3 (A)	2 (D)	1 (SD)	
4.1 Compliance with Safety Regulations I expect graduates to be knowledgeable about safety and sanitation procedures before being hired.					
4.2 Service Requirements I prefer graduates who were trained in standard full-service restaurant procedures.					
4.3 Curriculum and Industry Relevance I value applicants whose training reflects current industry practices (e.g., Point of Sale familiarity, basic food safety).					
4.4 Ethical Standards I expect applicants to demonstrate ethical behavior, such as respect for guests and adherence to rules.					
4.5 Sustainable Practices I prefer graduates who practice basic sustainability habits (e.g., waste segregation, energy conservation).					

PART III: Employers' Perception of Practical Competencies of HM Graduates

Instruction: Please indicate the extent to which you agree or disagree with the following statements by checking the appropriate box.

Scale	Verbal Interpretation			
	4	3	2	1
	Strongly Agree	Agree	Disagree	Strongly Disagree
	(SA)	(A)	(D)	(SD)

1. On the Job Training (OJT) Related Experience	4	3	2	1
Evaluate the relevance and quality of hands-on experiences obtained during student training	(SA)	(A)	(D)	(SD)
1.1 Level of OJT Establishment				
I consider the level of the graduate's OJT establishment, whether high-level (fine-dining), mid-level (casual dining), or low-level (fast-food chains) when evaluating applicants.				
1.2 Skills Acquired During OJT				
I expect HM graduates to demonstrate useful skills they learned during OJT when applying for a job				
1.3 Departmental Exposure				
It is important for me that applicants have OJT experience in multiple departments				
1.4 Duration of OJT				
The number of OJT hours completed by applicants matters in my hiring decision.				

1.5 Character Evaluation				
I review OJT evaluation documents such as endorsement letters or OJT evaluation reports to assess a graduate's attitude and professionalism before hiring.				
2 Soft Competencies	4	3	2	1
Personal traits that affect performance and impression in job applications.	(SA)	(A)	(D)	(SD)
2.1 Interpersonal Skills				
I look for applicants who show good interpersonal skills during interviews or initial interactions.				
2.2 Work Ethics				
I evaluate an applicant's work ethic (punctuality, responsibility) before deciding to hire them.				
2.3 Team Collaboration				
I prefer graduates who can show that they work well in a team.				
2.4 Time Management				
Time management skills influence my decision to hire HM graduates				
2.5 Professional Demeanor				
An applicant's grooming and professional appearance affect whether I hire them.				

3. Digital Literacy		4	3	2	1
Modern skills needed to successfully apply and perform in jobs.		(SA)	(A)	(D)	(SD)
3.1 Proficiency in Restaurant Software I expect applicants to have basic knowledge of restaurant software or POS systems before hiring.					
3.2 Technical Proficiency I prefer hiring HM graduates who can operate basic restaurant tools and equipment, such as kitchen tools and espresso machines.					
3.3 Data Handling and Analysis An applicant's ability to handle simple operational data (sales, inventory) is important to me.					
3.4 Cybersecurity Awareness I consider basic cybersecurity awareness an essential skill when hiring HM graduates.					
3.5 Adaptability to New Technologies I prefer applicants who can quickly adapt to new digital tools used in the restaurant.					
4. School Reputation Assesses how institutional reputation and partnerships influence employer perception.		4	3	2	1
		(SA)	(A)	(D)	(SD)
4.1 School Ranking The ranking of the applicant's school affects how I evaluate their qualifications.					

4.2 School Awards and Recognition A school's awards and reputation influence my perception of its graduates' capabilities.					
4.3 Industry Partnerships I am more confident hiring graduates from schools with strong industry partnerships.					
4.4 Regular Tracer Studies Schools that conduct regular tracer studies produce graduates I trust more in terms of employability.					
4.5 Graduate Employability Rate A school's high employability rate increases my confidence in hiring its graduates.					

Appendix B. Sample Calculation

Test of Hypothesis

Null Hypothesis, H_0 : There is no significant difference in employers' evaluation of HM graduates in terms of educational credentials and practical competence.

Paired Samples t-test:

Purpose: To compare the means from the same group measured at two different times or under two different conditions.

Paired T-Test Calculator (Dependent T test)

For SOP 4

Table 4.1

Significant difference in employers' evaluation of HM graduates in terms of educational credentials and practical competence

Educational Credentials Mean	Practical Competencies Mean	Difference
2.96	3.62	0.66
2.93	3.84	0.91
3.42	3.26	-0.16
3.18	3.45	0.27

Reporting results

Results of the paired-t test indicated that there is a non-significant large difference between Before ($M = 3.1$, $SD = 0.2$) and After ($M = 3.5$, $SD = 0.2$), $t = 1.8$, $p = .170$.)

Parameter	Value
P-value	0.1704
t	1.7955
Sample size (n)	4
Average of differences ($\bar{x}_d$)	0.42
SD of differences (S_d)	0.4678

Paired sample T-test, using T(df:3) distribution (two-tailed)[Validation]

Since the p-value $> \alpha$, H_0 cannot be rejected.

A non-significance result cannot prove that H_0 is correct, only that the null assumption cannot be rejected.

Null Hypothesis H_0	Alternative Hypothesis H_a	Level of significance α	Degree of freedom DF	p-value	Critical value from t-distribution	Computed Value, t Paired t-test
There is no significant difference	There is significant difference	0.05 (5 %)	3	0.1704	2.353	1.7955
Decision: since $\alpha < p$ -value, accept null hypothesis also critical value-t $>$ computed value-t, accept H_0						
Interpretation: There is no significant difference in employers' evaluation of HM graduates in terms of educational credentials and practical competence at 5% level of significance.						

Summary of Paired T-Test

Responses with no statistically significant difference show that the two items being compared are not significantly different at your sample size but does not necessarily mean that they are unimportant. You may be able to detect a statistically significant difference by increasing your sample size.

A non-significant result doesn't necessarily mean there's absolutely no relationship, just that the relationship isn't strong enough to be considered statistically significant. Low statistical power (due to small sample size or weak effect) could also contribute to a non-significant result.

Engr. E. R. VELASCO, BSCE, CPE, MBA
Math Instructor/Statistician

Appendix C. Reliability Test Result and Survey Result

FINAL STATISTICAL TREATMENT

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

SAMPLING TECHNIQUE

Sample size calculator by Cochran

Our ideal sample size is: 99 respondents say 100

Based on a population of 173, 95% Confidence, and 6.5% Margin of Error.

Full-Service Restaurants	Population	Percentage	Sample
Classic Savory	12	6.9	7
The Red Crab	15	8.7	9
Abe	14	8.1	8
Grace Park	11	6.4	6
Parmigiano	16	9.2	9
Choi Garden	13	7.5	8
Mango Tree Café	15	8.7	9
Peri-Peri	12	6.9	7
Mamou	11	6.4	6
Via Mare	14	8.1	8
Lemuna	12	6.9	7
Modan MNL	14	8.1	8
World Kitchens	14	8.1	8
TOTAL	173	100%	100

RELIABILITY TEST

ACROSS ITEMS (INTERNAL CONSISTENCY)

Like test-retest reliability, internal consistency can only be assessed by collecting and analyzing data. One approach is to look at a split-half correlation. This involves splitting the items into two sets, such as the first and second half of the items or the even- and odd-numbered items. Then a score is computed for each set of items, and the relationship between the two sets of scores is examined. For example, the split-half correlation between several scores on the even-numbered items and their scores on the odd-numbered items of the Rosenberg Self-Esteem Scale. Pearson's r for these data is $+ .88$. A split-half correlation of $+ .80$ or greater is generally considered good internal consistency.

Pilot Testing

For pilot testing, there's no single magic number, but common recommendations range from 12 to 50 participants, depending on the goal, with suggestions often falling around 10-20% of your main study's sample; aim for at least 30 for reliability testing or 10-15 per group for feasibility, ensuring a diverse mini sample to catch major issues.

Then Using Pearson Correlation Coefficient Calculator (Google) to test Reliability/Pilot Test

Results

Parameter	Value
Pearson correlation coefficient (r)	0.8747
r^2	0.7652
P - value	1.014e-7
Covariance	0.1262
Sample size (n)	22

Reporting correlation in APA Format

Results of the Pearson correlation indicated that there is a significant large positive relationship between X and Y, ($r = .875$, $p < .001$).

↑ $r = 0.8747$

Since $r = 0.8747 > 0.80$ considered good internal consistency

Appendix D. Certificate of Statistician

CERTIFICATE OF STATISTICIAN

This is to certify that the statistical treatment of data in the research study entitled:

“Employer Perception of HM Graduates:

Educational Credential vs. Practical Competence”

prepared and submitted by the following researcher:

Mr. Vince Lorenz J. Garcia

has been thoroughly reviewed and analyzed. The statistical methods applied were appropriate to the research design and objectives, and the results were interpreted correctly based on the data gathered.

The following statistical tools and techniques were utilized:

- [Statistical tests used: Cochran formula, Rosenberg Self-Esteem Scale, Frequency Distribution, Likert scale, Weighted Mean, Paired T-Test Calculator (Dependent T test), t-Distribution table]
- [Software used: SPSS, Statistics Kingdom, Stata, R, or Excel]

I hereby attest that the statistical analysis was conducted with accuracy, integrity, and adherence to accepted research standards.

Certified by:

Name of Statistician: EDGARDO R. VELASCO, BSCE, CPE, MBA

Licensed Number: CSC, CSP – 9-1043909



Signature: _____

Date: March 4, 2026