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Editor's Note

The launch of the *Scholarly Horizons Journal* marks a significant milestone in Northwestern University's continuing efforts to foster a culture of inquiry, research dissemination, and intellectual engagement among its undergraduate students. This maiden issue, Volume 1 Issue 1, provides a platform through which student researchers from various disciplines present empirical studies that contribute to both academic discourse and professional practice.

The research articles featured in this inaugural volume represent diverse fields of study and highlight the breadth of scholarly work undertaken by our students. From the College of Allied Health Sciences, the study on **"The Effect of TikTok Use on Sleep Behavior and Physical Activity of Students"** offers a timely analysis of the intersection between social media habits and health-related outcomes—an area of growing concern in public health and behavioral sciences.

From the College of International Hospitality and Tourism Management, two contributions address pressing issues in hospitality education and practice. **"Management Effectiveness and Satisfaction of Employees among Selected Fine-Dining Restaurants in Laoag City"** examines organizational dynamics and employee well-being within the hospitality sector, while **"The Correlation between Laboratory Standing and Practicum Performance of Hospitality Management Students at Northwestern University"** provides valuable insights into the link between academic preparation and professional readiness.

The College of Business Education contributes two tracer studies that underscore the relevance of higher education in shaping graduates' career trajectories. **"Career Pathways and Employment Outcomes of COBE Graduates: A Tracer Study for S.Y. 2019–2023"** evaluates employability patterns and labor market alignment, while **"Skill Application in the Real World: Analyzing the Competencies of COBE Graduates S.Y. 2015–2019"** investigates the extent to which academic competencies are translated into workplace effectiveness. Collectively, these works inform institutional strategies for curriculum development, quality assurance, and student success.

As an academic platform, *Scholarly Horizons Journal* aspires to cultivate critical thinking, methodological rigor, and a commitment to evidence-based knowledge production among undergraduate researchers. This maiden issue reflects not only the perseverance and intellectual engagement of the student-authors but also the indispensable mentorship of faculty advisers and the collaborative effort of the editorial team. By amplifying undergraduate research and embedding it within broader scholarly conversations, the journal affirms Northwestern University's commitment to advancing knowledge that is locally grounded, globally relevant, and responsive to emerging societal and institutional challenges.

As John Dewey once remarked, *“Every great advance in Science has issued from a new audacity of imagination.”* May this journal serve as a continuing invitation for our students to imagine, to inquire, and to contribute to the expanding horizons of knowledge.

CIHTM Management Effectiveness and Satisfaction of Employees among Selected Fine-Dining Restaurants in Laoag City	Rose Angeline Antonio Tyrone Johnsen U. Corpuz Dodie Mark Sabido Fatima Ciara Mae P. Sampayan Angelo Rafael Zambrano
CAHS The Effect of TikTok on Sleep Behavior and Physical Activity of College of Allied Health and Sciences Students of Northwestern University	Gianni Roem V. Tunac Jamille A. Morante John Adrian B. Ofiaza
CIHTM The Correlation Between Laboratory Standing and Practicum Performance of Hospitality Management Students at Northwestern University	Cumlat, Anthony P. Fernandez, Marianne Joyce Macayanan, Norlanie L. Tungpalan, John Francis C.
COBE Career Pathways and Employment Outcomes of COBE Graduates: A Tracer Study for S.Y. 2019 - 2023	Mar Rhenzo M. Manayan Jhonecka Rosselle T. Portela Chrizalyn D. Andres Weltz Qely Gregorio Luckxus L. Melchor
COBE Skill Application in the Real World: Analyzing the Competencies of COBE Graduates S.Y. 2015 -2019	Perez, Maila B. Barayuga, Artemis Deianira B. Miguel, Mark Vincent A. Quiazon, Allyana Charaine R.

Table of Contents

Research Title	Page
Management Effectiveness and Satisfaction of Employees among Selected Fine-Dining Restaurants in Laoag City	2
The Effect of TikTok on Sleep Behavior and Physical Activity of College of Allied Health and Sciences Students of Northwestern University	31
The Correlation Between Laboratory Standing and Practicum Performance of Hospitality Management Students at Northwestern University	48
Career Pathways and Employment Outcomes of COBE Graduates: A Tracer Study for S.Y. 2019 - 2023	78
Skill Application in the Real World: Analyzing the Competencies of COBE Graduates S.Y. 2015 -2019	99

MANAGEMENT EFFECTIVENESS AND SATISFACTION OF EMPLOYEES AMONG SELECTED FINE-DINING RESTAURANTS IN LAOAG CITY

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Abstract

This research investigates the management effectiveness and employee satisfaction among fine-dining restaurants in Laoag City, with a focus on selected hotel establishments including Palacio De Laoag, Eagles' Nest Bar and Restaurant, Cafe Ilocandia, and Red 8. The study employs a descriptive-correlational research design to answer questions related to respondent profiles, management effectiveness, employee satisfaction, differences based on profile variables, and the relationship between management effectiveness and satisfaction. The participants include rank-and-file employees with at least one year of service.

The management effectiveness is evaluated using Galbraith's Star Model of Effectiveness, covering strategy, people, structure, process, and rewards. Findings reveal high effectiveness in people skills and mindset, strategy direction, structure power, and process information, while the rewards area indicates room for improvement.

Employee satisfaction, assessed through a self-made questionnaire, highlights significant contentment with supervisor performance, communication practices, and team collaboration. The overall satisfaction level is satisfactory but suggests potential for improvement. Statistical analysis reveals no significant differences based on age and educational attainment. Moreover, a positive and significant correlation exists between management effectiveness and employee satisfaction, emphasizing their interconnectedness in fine-dining establishments in Laoag City. The study concludes by recommending strategic improvements to enhance overall employee satisfaction.

Keywords: Management Effectiveness, Employee Satisfaction, Hotel Fine-Dining Restaurants, Galbraith's Star Model, Laoag City

Introduction

Harter and Mann (2021) assert that management effectiveness refers to a manager's ability to achieve the organization's goals and balance employee expectations and development. They added that an effective manager must ensure work is completed efficiently and on time and that the employee and organization progress.

Managers are responsible for keeping their employees on track, working together, and being productive. Manager effectiveness depends on various skills, including communication, goal-setting, and transparency. Management effectiveness is an effective way of achieving quality in the workplace; it is essential for team success and to satisfy good customer service and the employee. To achieve this, they need to work in an environment that will allow them to do their tasks freely to reach their optimum potential (Dzuiba et al., 2020).

Organizations must establish precise goals (OKRs), KPIs, and performance management measures to optimize the manager's effectiveness. It will help evaluate the quality and quantity of the manager's energy and organizational performance. An effective and efficient manager must fulfill his duties and responsibilities based on the expectations and goals set.

Fine dining restaurants require leveraged management skills to ensure that the highest level of service is delivered to the guests. That is why the success of this type of business depends heavily on management factors (Chen, 2018). This includes the manager's decisions on purchasing equipment, ordering raw materials, investing in staff training and development, quality control, and marketing and financial control.

In the context of fine-dining restaurants in Laoag City today, it is essential to assess management effectiveness across various key areas and determine its relationship with employee satisfaction. The customer's point of view is one thing to assess. Still, the ones coming from the organization itself can give a closer look at whether the strategies employed by the company are solely for customers' approval or can also target its internal constituents, especially the rank-and-file.

This study aims to determine whether the effectiveness of fine-dining restaurant management significantly affects employee satisfaction in the workplace. Hearing their side would help the researchers develop a recommendation that can make the employees fulfill their jobs effectively and build a stronger attachment to their tasks, colleagues, and the company.

Literature Review

Role of Good Leadership of Managers

According to Milley (2021), setting clear and measurable goals using the SMART method is crucial for managers. This involves creating specific, measurable, attainable, relevant, and time-based goals, fostering employee focus, and contributing to overall company objectives. Recognizing employee performance, as discussed in the section on setting team goals, is emphasized as a critical aspect of maintaining motivation, engagement, and morale within the workforce. In the realm of business leadership, Dorota et al. (2020) stress the importance of transparency in effective leadership, emphasizing that transparent communication builds trust and strengthens relationships with employees. The authors also emphasize the necessity of understanding individual employees and cultivating strong relationships with them to improve managerial effectiveness. To further enhance workplace satisfaction, the literature suggests measures such as considering employee needs and organizing events to make the work environment more enjoyable.

Problem-solving is another critical aspect discussed by Dorota et al. (2020), emphasizing the importance of managers creating thorough and long-lasting solutions to workplace issues. Developing a problem-solving process and honing problem-solving skills are identified as strategies to prevent recurring problems in the workplace. Moreover, the literature underscores the importance of a manager having a strong work ethic, leading by example, and instilling values such as accountability, honesty, discipline, and quality work in the team.

The review also addresses the significance of being a good listener, encouraging open and honest dialogue between managers and employees. According to Harter (2021), managers who actively listen, provide constructive feedback, and value employees' opinions can foster trust and improve overall team performance. The section on Measuring Manager Effectiveness provides practical metrics for assessing managerial performance. Metrics include manager engagement score, high-performer resignation rate, promotion rate, employee experience, on-target delivery, and absenteeism. These metrics serve as indicators of manager effectiveness, providing insights into areas that may require attention, such as engagement, satisfaction, talent management, and overall team dynamics.

According to a study by Smith et al. (2019), transformational leadership, characterized by inspiring and motivating employees, is positively associated with managerial effectiveness. Managers who exhibit transformational leadership behaviors create a positive work environment, foster employee engagement, and promote the achievement of organizational goals.

Furthermore, research conducted by Johnson and Brown (2020) revealed that effective communication skills are crucial for managerial effectiveness. Open and transparent communication channels between managers and employees facilitate the exchange of information, promote teamwork, and enhance overall organizational performance.

Management Effectiveness

Management Effectiveness, A centralized structure has been identified by Roberts and Johnson (2018) as beneficial, streamlining decision-making processes and enhancing operational consistency. Additionally, studies by Park et al. (2019) and Kim and Kang (2018) emphasize the significance of effective communication, either through process information sharing or open and transparent channels, in fostering collaboration and decision-making, thereby contributing to higher levels of management effectiveness. Furthermore, the adoption of participative leadership, as noted by Johnson et al. (2019), and the emphasis on strong leadership skills by Lee and Kim (2020) are shown to positively impact job satisfaction and organizational commitment among employees.

Brown and Johnson (2018) explored the impact of a positive organizational culture on management effectiveness. The study revealed that organizations with a positive culture, characterized by trust, open communication, and shared values, had higher levels of management effectiveness. Martinez and Smith (2018) investigated the impact of EI on management effectiveness in the hospitality industry. The results indicated that managers with higher EI exhibited better interpersonal skills and were more successful in managing their teams.

Research by Smith et al. (2018) examined the influence of transformational leadership on management effectiveness in a multinational corporation. The findings revealed that transformational leadership positively correlated with management effectiveness, as it fostered employee motivation and engagement.

Chen et al. (2020) examined the impact of digital tools on management effectiveness during the pandemic. The research found that organizations that embraced technology and provided managers with the necessary digital tools experienced higher levels of management effectiveness. The study emphasized the importance of training managers in utilizing technology effectively to enhance their decision-making and communication skills.

Employee Satisfaction among Fine Dining Restaurants

Employee satisfaction, a critical aspect in organizational success, is explored in the literature. Open and transparent communication, as indicated by Kim and Kang (2018) and Chen et al. (2019), significantly influences employee satisfaction and organizational commitment. Moreover, well-designed performance management systems, including goal setting, feedback, and rewards, as revealed by Chen and

Chang (2020), contribute to a positive work environment, motivating employees and enhancing overall satisfaction. The importance of effective leadership skills, highlighted by Lee and Kim (2020), and equitable rewards, as suggested by Devasheesh and Jain (2018), further play pivotal roles in ensuring employee satisfaction.

Milley (2021) underscores the importance of leveraging advanced software technologies and tools to assess management performance within modern organizations. The key recommendation is to establish benchmarks for managers, aligning goals in a unified direction. Managers, when educated on expectations and granted autonomy, authority, and confidence, can perform with conviction and assurance.

Shifting focus to employee satisfaction, the narrative emphasizes its profound impact on organizational success. Engaged and satisfied employees correlate with increased productivity, motivation, and profitability. The discussion delves into the interconnected aspects of nurturing high job satisfaction, including tips on measurement and improvement based on results. The benefits of high employee satisfaction are highlighted, emphasizing its critical role in creating a healthy work environment, fostering strong connections among employees, and reducing turnover. Prioritizing employee satisfaction yields substantial benefits, creating a workplace where employees are less likely to leave, thereby reinforcing their commitment to their roles, colleagues, and the company. Ultimately, valuing and addressing employee feelings about work contribute to a workplace culture that promotes long-term commitment and satisfaction.

Smith and Davis (2019) found that supportive and empowering leadership styles positively influence employee satisfaction in fine dining restaurants. Leaders who provide clear expectations, offer constructive feedback, and promote a positive work environment foster higher levels of employee satisfaction. Research by Johnson and Anderson (2021) highlights that fine dining restaurants that prioritize open communication, teamwork, and recognition programs create a supportive work environment that enhances employee satisfaction. Regular team meetings, employee feedback channels, and recognition programs can contribute to a positive organizational culture. Thompson and Johnson (2022) emphasized the importance of offering competitive wages, performance-based incentives, and comprehensive benefits to attract and retain talented employees in the fine dining restaurant industry. Adequate compensation positively influences employee satisfaction and reduces turnover rates.

Strategy

Strategy is another critical factor discussed in the literature. Smith and Wheeler (2019) underscore the importance of a strong strategic direction in providing a framework for decision-making, resource allocation, and performance evaluation. This strategic clarity is essential for fine dining restaurants to differentiate themselves, attract customers, and create a unique dining experience.

A study by Collins and Porras (2018) found that effective leadership increases the likelihood of staff alignment with a common plan in a business. It is imperative for leaders to clearly state the strategic objectives, offer direction, and exhibit their dedication to the overall vision. Regular performance reviews, coaching meetings, and mentorship initiatives can help achieve this.

In the study by Jiang et al. (2018), work-life balance, employee development, and recognition are all major factors in employee happiness when it comes to management techniques. Businesses that support the development and well-being of their workforces typically see increased employee satisfaction and decreased attrition.

The relationship between employee performance and managerial effectiveness in fine dining restaurants was examined by Smith et al. (2019). Strong management techniques, like open communication, encouraging leadership, and treating employees fairly, were found to have a beneficial impact on worker performance. Fine dining establishments can foster a work climate that encourages employee satisfaction and empowers them to provide outstanding service by implementing effective management practices.

Lee and Choi (2018) investigated the relationship between strategic leadership and management effectiveness in fine dining restaurants. The findings indicated that strategic leadership, characterized by visionary decision-making, effective communication, and adaptability, significantly influenced management effectiveness. By providing a clear strategic direction and empowering managers with strategic leadership skills, fine dining restaurants can enhance management effectiveness and improve overall organizational performance.

Structure

The structural component of organizations is examined by Johnson et al. (2018), who suggest that a hierarchical structure with clear lines of authority and well-defined roles can enhance operational efficiency and communication. However, they caution that rigidity may hinder employee autonomy and creativity. Based on a study by Smith and Johnson (2018), employee happiness at fine dining establishments is positively impacted by participative power structures, where workers participate in decision-making processes. This inclusive strategy increases job happiness, empowers employees, and encourages teamwork in the workplace.

A study by Galbraith (2018) found that managerial performance increases with a flatter organizational structure and decentralized decision-making. This is due to the fact that these kinds of structures enable managers to act swiftly, adjust to shifting conditions, and promote creativity.

Conversely, excessively hierarchical and overly centralized organizations can impede

efficient management by restricting autonomy and slowing down decision-making processes.

According to Rousseau and Tijoriwala (2019), workers in companies with decentralized structures typically have higher levels of empowerment, engagement, and satisfaction. Decentralization promotes a sense of ownership and involvement among employees by enabling increased employee participation in decision-making processes. On the other hand, overly centralized systems could cause employees to feel helpless, have lower job satisfaction, and have more turnover.

Process

Processes, as highlighted by Park et al. (2019) and Chen et al. (2019), are central to effective management. Process information sharing and communication contribute significantly to employee satisfaction and overall organizational performance.

The importance of management communication for employee happiness was emphasized by Chen et al. (2019). A sense of involvement, trust, and belonging is fostered by managers and staff who communicate effectively, and this has a good effect on worker satisfaction and overall organizational success. A study by Brown et al. (2018) found that employees who perceived their organization's process information management as effective reported higher levels of job satisfaction compared to those who perceived it as inadequate.

As stated by Johnson et al. (2018), managers who have a thorough awareness of the procedures used in fine dining establishments are better able to plan ahead, make well-informed judgments, and distribute resources. Better overall management performance and effectiveness follow from this. Employee happiness is positively impacted by process knowledge, according to a study by Guchait and Cho (2018). Employees feel more engaged, appreciated, and in control when they have access to knowledge regarding management procedures. Higher levels of dedication to the company and job satisfaction follow from this.

Rewards

Effective rewards, as explored by Chen and Chang (2020), Lawler and Porter (2019), and Devasheesh and Jain (2018), are identified as motivational tools aligning individual and organizational goals. Equitable rewards positively impact job satisfaction and contribute to a positive work environment.

According to Lawler and Porter (2019), well-designed reward systems can significantly influence managerial performance by encouraging goal-directed behavior, fostering employee engagement, and aligning individual and organizational objectives.

Chen and Hsieh (2020) revealed that managers who effectively utilize rewards as a

motivational tool are more likely to exhibit effective leadership behaviors such as goal-setting, communication, and performance monitoring. Devasheesh and Jain (2018) suggest that employees who perceive their rewards as fair and equitable are more satisfied with their jobs. According to research by Brown and Jones (2018), workers who consistently got praise and awards for their achievements expressed greater job satisfaction. According to the experts, incentives are important in developing a healthy work atmosphere and a sense of gratitude among staff members.

People

Finally, the role of people skills is emphasized by Robbins and Coulter (2018) and Hargie and Dickson (2019). Managers with strong people skills can build positive relationships with employees, fostering higher job satisfaction and increased productivity.

The literature collectively underscores the interconnectedness of these factors—management effectiveness, employee satisfaction, strategy, structure, processes, rewards, and people—in shaping the success and well-being of fine dining restaurants. The effective integration of these elements is essential for achieving organizational goals and maintaining a positive workplace culture.

In a fine dining establishment, staff attitude plays a critical role in providing outstanding service. According to Johnson's (2019) research, workers who possess a growth mindset, which is defined as a readiness to learn, adapt, and continuously improve, are more likely to succeed in their positions. Employees that adopt this mindset are more likely to take initiative, ask for feedback, and accept difficulties, all of which increase customer satisfaction. However, workers with a fixed mindset—those who oppose change and see failure as a setback—may find it difficult to live up to the high standards of the fine dining sector.

The correlation between a growth mentality among employees and good people skills in management directly affects customer satisfaction in fine dining places. Customers reported better levels of service quality when they engaged with staff who demonstrated excellent people skills and a positive outlook, according to a study done by Anderson et al. (2020). In addition to improving the eating experience, this kind of contact makes consumers more likely to return and refer others to the restaurant.

Additionally, a study by Brown and Jones (2020) discovered that inclusive and empowered work environments are produced by supervisors that have a positive and encouraging perspective.

Employee satisfaction and well-being rise as a result of this, as it creates a feeling of psychological safety and belonging.

Furthermore, managers possessing strong people skills have an advantage in luring and keeping brilliant staff members, according to a 2019 study by Lee and Chen. This is a result of their increased sense of commitment to the company and job satisfaction brought about by feeling appreciated, supported, and understood.

Research Framework

Theoretical Underpinning

This research is anchored with the Job Characteristics Model Theory, which explains that job satisfaction occurs when the work environment encourages intrinsically motivating characteristics. The five key job characteristics—skill variety, task identity, task significance, autonomy, and feedback—influence these psychological states. Subsequently, the three psychosocial conditions lead to several potential outcomes, including job satisfaction.

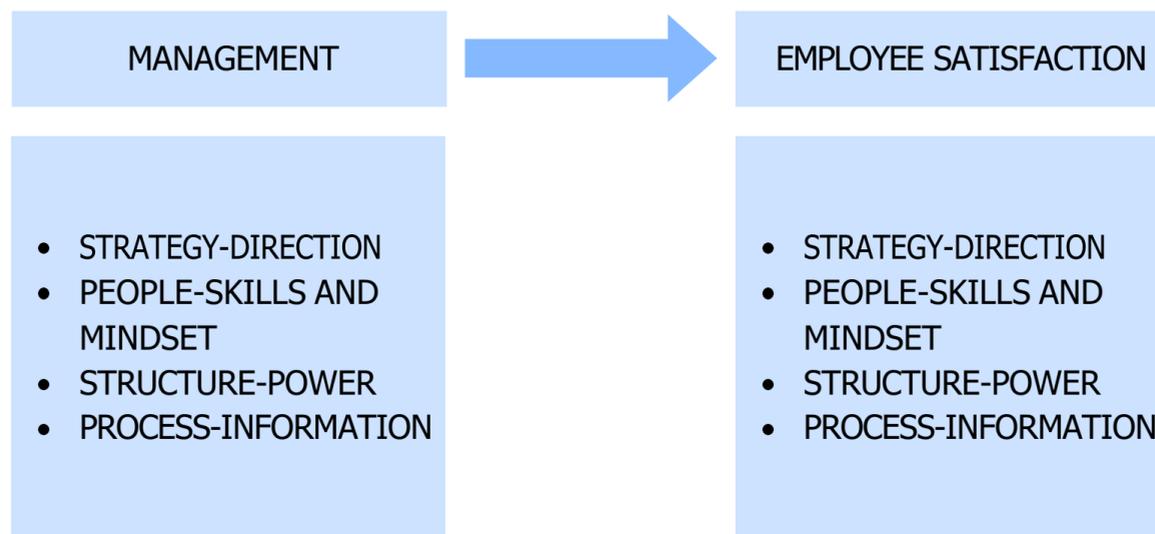
Therefore, from an organization's point of view, it is thought that improving the five core job dimensions will lead to a better work environment and increased job satisfaction. These can be combined to form a motivating potential score (MPS) for a job, measuring how likely a job is to affect an employee's attitudes and behaviors.

The dispositional approach, another well-known job satisfaction theory, is the dispositional theory. This explains the general idea that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. Since this dispositional approach means that job satisfaction is closely related to personality, this theory explains the likelihood that a job affects an employee's attitudes and behaviors and determines the behavioral perspective of the person in dealing with situations in the working environment, whether satisfied or being influenced by the management or the manager in particular.

The classical model for organizational effectiveness, or the star model of effectiveness, is used as the basis of the variables for this research study. The model, as defined by Galbraith (2014), identifies factors that are instrumental in the success of every management organization. The model is based on positive psychology, and its purpose is to identify the factors that contribute positively to the success of any organization or team-building project.

The model does not include all the factors, but it can be applied to all kinds of projects that work with the labor force, which provides strategy, people, structure, process, and rewards. This is where restaurant management is also anchored, particularly in setting strategies to increase sales, managing training and development, following organizational structure, observing workflow, and motivating employees through the reward system.

Research Paradigm



The same critical areas derived from the Star Model of Effectiveness are used to assess the management effectiveness of selected hotel fine dining restaurants in Laoag City. The company's strategy, people, structure, process, and rewards are the same areas that can lead to employee satisfaction. The research paradigm presents the possible significant relationship between management effectiveness and employee satisfaction when these critical management areas are used as determinants.

Research Problems/Objectives

The main goal of this study is to determine the management effectiveness and satisfaction of employees among fine-dining restaurants in Laoag City. Specifically, the researchers seek to answer the following questions:

1. What is the profile of the respondent in terms of?
Age ;
Sex;
Educational Attainment; and
Employment Status
2. What is the level of management effectiveness of the managers is leading the restaurant in the following areas:
Strategy-Direction;
People-Skills and Mindset;
Structure-Power;
Process-Information; and;
Reward-Motivation;
3. What is the level of satisfaction of the employees on the management of the restaurant?
4. Is there a significant difference on the responses when grouped according to the profile variables?

5. Is there a significant relationship between management effectiveness of fine-dining restaurants and employees satisfaction in Laoag City?
6. What plan of action may be proposed based on the result of the study?

Hypothesis

H1. There is no significant relationship between the management effectiveness and satisfaction of employees among selected hotel fine dining restaurants in Laoag City.

H2. There is no statistically significant differences were found in responses when grouped by age and educational attainment.

Methodology

Research Design

This study employed the descriptive-correlational research design to determine the management effectiveness and satisfaction of employees among selected hotel fine-dining restaurants in Laoag City. Descriptive research, a type of research that describes a population, situation, or phenomenon being studied, was utilized. It focused on answering the how, what, when, and where questions in the research problem (McCombes, 2019). It was also correlational, aiming to analyze whether there was a significant relationship between the two variables.

Participants of the Study

Rank-and-file employees of selected hotel fine dining restaurants in Laoag City were the primary respondents of the study. Particularly, these employees should have been in service with the establishment for at least a year. These selected hotel fine dining restaurants in Laoag City included Palacio De Laoag (10), Eagles' Nest Bar and Restaurant (10), Cafe Ilocandia (10), and Red 8 (10), totaling 40 participants.

In setting the intention of gathering data, the researchers made a request letter to the manager, stating the purpose of the survey. After approval, the researchers gave the questionnaire to the employee respondents, giving them ten (10) minutes to answer the survey form at their convenience.

Research Instrument

The research instrument was a self-made questionnaire. A reliability test was done to determine the validity of the questions used in the conduct of this study. The result of reliability statistics showed that the computed Cronbach's alpha value for the level of management effectiveness of the managers in leading the restaurants was 0.923, which denotes that the instrument was excellent in internal consistency. Thus, this set of questionnaires is considered valid, reliable, and ready for use. The key areas in Galbraith's Star Model of Effectiveness (2014) are adopted: people, structure, process, and

reward. The indicators were carefully made by the researchers to ensure their suitability to meet the research objectives.

The research questionnaire consisted of two parts. The first part contained 5 Likert items that determined the level of management effectiveness. The second item was the level of satisfaction of the restaurant's employees using the same scale. The same areas were evaluated, each differing with indicators.

The questionnaire items were constructed on a five-point Likert scale from Very Effective (5), Effective (4), Moderately Effective (3), Slightly Effective (2), and Not Effective (1). At the same time, the second part was the level of effectiveness using the five-point Likert scale, Very Satisfied (5), Satisfied (4), Moderately Satisfied (3), Slightly Satisfied (2), and Not Satisfied (1).

Data Gathering Procedure

After the title proposal, revisions and tests of the self-made research instrument were made with the help of the research adviser, industry experts, and a statistician. Once the questionnaire was tested, the researchers obtained ethical clearance from the Research Ethics Committee. Afterward, the researchers distributed the request letter to the hotel fine dining managers who were initially contacted before the title proposal. The survey contained informed consent on its first page, along with a study description. The respondents were informed that the study aimed to determine their perception of management effectiveness and satisfaction in their workplace. After retrieving the responses, the data gathered were analyzed using statistical tools.

Data Analysis

The researchers used frequency count, percentage, and mean in treating the data. For research problem #1, the profile of the respondents, frequency, and percentage were employed. To answer research questions 2 and 3, presented in a tabular format, the following range scale with its corresponding descriptive interpretation was utilized. In addition, to determine the overall response of the respondents in each item and each section, the mean was used.

Where:

$$W = \frac{TWS}{N}$$

WM - Weighted Mean;

TWS - Total Weighted Score, and N - Number of respondents.

The indicators were carefully made by the researchers to ensure its suitability for

The range scale is as follows:

Below are the identified range value for the management effectiveness

Legend:	range value	numerical value	descriptive interpretation
	4.21-5.00	5	= Very Effective (VE)
	3.41-4.20	4	= Effective (E)
	2.61-3.40	3	= Moderately Effective (ME)
	1.81-2.60	2	= Slightly Effective (SE)
	1.00-1.80	1	= Not Effective (NE)

Below are the identified range value for Employee Satisfaction

Legend:	range value	numerical value	descriptive interpretation
	4.21-5.00	5	= Very Satisfied (VS)
	3.41-4.20	4	= Satisfied (S)
	2.61-3.40	3	= Moderately Satisfied (MS)
	1.81-2.60	2	= Slightly Satisfied (SS)
	1.00-1.80	1	= Not Satisfied (NS)

Ethical Considerations

This research study with rank-and-file employees in selected hotel fine dining restaurants in Laoag City gave a strong emphasis on ethical considerations. Participants received clear and detailed information about the research purpose, data collection procedures, and the confidentiality of their information. Importantly, participants held the right to withdraw at any point during data collection, ensuring their autonomy and comfort throughout the study. This right was emphasized, reassuring participants that they could stop their involvement without facing negative consequences.

To protect participant confidentiality, the researchers employed strict measures, including the use of anonymized identifiers, secured data storage, and limited access to authorized personnel. Addressing potential vulnerability, it was explicitly stated that participants, being employees under managerial supervision, would not be influenced by their managers. Safeguards were implemented to ensure independent and unbiased participant responses, preserving the study's integrity.

There was no conflict of interest that arose since the participants were informed about the commitment of the researchers to objectivity and impartiality.

After the study, all data collected were disposed of to ensure that identifiers were permanently erased. This procedure ensured the continued confidentiality of participant data even after the research concluded.

Results

This section presents the results of the data gathered by the researchers. This includes the demographic profile of the respondents, the management Effectiveness of the manager in leading the restaurant, the level of satisfaction of the employees on the management of the restaurant, and difference on the responses when grouped according to profile variables.

Table 1. Demographic Profile

	Frequency	Percentage (%)
Age		
below 25 years old	26	65
26 – 40 years old	5	12.5
41 – 55 years old	9	22.5
56 – 60 years old		
Sex		
Male	25	65
Female	15	12.5
Employment Status		
Permanent	40	100
Contractual	0	0
Educational Attainment		
Elementary	0	0
High School	0	0
College	40	100
Post Graduate	0	0

A. Age

Table 1 shows the ages of the respondents. The table indicates that the majority of respondents are below 25 year's old, accounting for 65.00%. Conversely, the lowest percentage is observed among respondents aged 26-40, constituting 12.50%.

B. Sex

The table displays the sex of the respondents. According to the table, 65.00% of the respondents are male, while 12.50% are female.

C. Employment Status

The table also illustrates the employment status of the respondents, revealing that 100.00% of the respondents hold permanent positions.

D. Educational Attainment

Among the 40 rank-and-file employees, 65.00% are under 25 years old, with 12.50% in the 26–40 age group and 22.50% in the 41–55 age group. The frequency for those aged 56–60 years is not provided. Regarding gender distribution, 65.00% are male, and 12.50% are female. Employment status indicates that all 40 respondents hold permanent positions, constituting 100.00%, with no respondents categorized as contractual employees. Moreover, in terms of educational attainment, 100.00% of the respondents have completed a college educational background.

Table 2. The Level of Management Effectiveness of the Managers in Leading the Restaurant

Indicators	M	VI
A. Strategy-Direction		
The management communicates the organization’s strategic goals and vision to employees.	4.25	VE
The employees understand their role in achieving the company’s strategic objective.	4.23	VE
The management adapts the company’s strategy to changing market conditions.	4.08	E
Employees understand how their individual work contributes to the overall organizational strategy.	4.36	VE
Composite Mean	4.23	VE
B. People-Skills And Mindset		
The management is fostering a positive and collaborative mindset among employees.	4.35	VE
The management provides sufficient opportunities for skill development and growth for its employees.	4.3	VE
Leadership team communicates and demonstrates the organization's values and culture.	4.45	VE
The employees are encouraged to take ownership of their work and responsibilities.	4.48	VE
The management have effective mechanisms in place for resolving conflicts and promoting teamwork.	4.48	VE
Composite Mean	4.41	VE
C. Structure-Power		
The structure in promoting roles and responsibilities is clear.	4.03	E
The management empowers employees to make decisions within their areas of responsibility.	3.9	E
The leadership team balances centralization and decentralization of power.	4.05	E
The organizational hierarchy supports efficient communication and decision-making.	4.33	VE

The mechanisms for feedback and upward communication within the organization is always seen. 4.3 VE

Composite Mean 4.12 E

C. Structure-Power

The structure in promoting roles and responsibilities is clear. 4.03 E

The management empowers employees to make decisions within their areas of responsibility. 3.9 E

The leadership team balances centralization and decentralization of power. 4.05 E

The organizational hierarchy supports efficient communication and decision-making. 4.33 VE

The mechanisms for feedback and upward communication within the organization is always seen. 4.3 VE

Composite Mean 4.12 E

D. Process-Information

The organization's processes in ensuring the efficient flow of information and resources are evident. 4 E

The organization leverages technology and systems to streamline its processes. 4.05 E

The organization captures and utilizes data and information for decision-making. 4.25 VE

The communication channels within the organization are clear and effective. 4.13 E

The organization's processes are reviewed and improved to adapt to changing needs. 4.18 E

Composite Mean 4.12 E

E. Rewards

1. The organization's reward and recognition systems in motivating employees is evident. 4.03 E

2. The employees feel that their efforts and achievements are recognized and rewarded. 3.38 E

3. The organization aligns its rewards with individual and team performance. 3.35 E

4. There are opportunities for career advancement and growth within the organization. 3.8 E

5. The organization provides a motivating and inclusive work environment that encourages employee engagement. 3.9 E

Composite Mean 3.69 E

Overall Mean 4.11 E

Note: 1:00 – 1.80=Not Effective (NE); 1.81 – 2.60=Slightly Effective (SE); 2.61 – 3.40=Moderately Effective (ME); 3.41 – 4.20=Effective (E); 4.21 – 5.00 = Very Effective (VE)

Strategy-Direction

The Manager's effectiveness in leading the restaurant in terms of Strategy-Direction is evident, with a composite mean of 4.36, signifying a highly effective performance. The data highlights that employees comprehend how their individual contributions align with the overall organizational strategy, achieving the highest mean of 4.36,

indicating exceptional effectiveness. However, there is room for improvement, as the management's adaptation of the company's strategy to changing market conditions garnered a mean of 4.08, indicating effectiveness.

People-Skills and Mindset

The Manager's effectiveness in leading the restaurant in terms of People-Skills and Mindset is notably strong, reflected in the composite mean of 4.41, indicating a highly effective approach. The data reveals that employees are encouraged to take ownership of their work and responsibilities, coupled with effective conflict resolution mechanisms, earning the highest mean of 4.48, showcasing outstanding effectiveness. Nevertheless, providing sufficient opportunities for employee skill development and growth attained the lowest mean of 4.30, still demonstrating a very effective performance.

Structure-Power

The Manager's effectiveness in leading the restaurant in terms of Structure-Power is commendable, with a composite mean of 4.12, indicating effectiveness. The organizational hierarchy's support for efficient communication and decision-making received the highest mean of 4.33, representing a very effective approach. However, there is room for improvement, as empowering employees to make decisions within their areas of responsibility obtained the lowest mean of 3.90, indicating effectiveness.

Process-Information

The Manager's effectiveness in leading the restaurant in terms of Process-Information is noteworthy, with a composite mean of 4.12, signifying effectiveness. The organization's adept capture and utilization of data and information for decision-making earned the highest mean of 4.25, reflecting a very effective strategy. Yet, there is an opportunity for enhancement, as the organization's processes ensuring the efficient flow of information and resources obtained the lowest mean of 4.00, indicating effectiveness.

Rewards

The Manager's effectiveness in leading the restaurant in terms of Rewards is praiseworthy, as reflected in the composite mean of 4.11, signifying effectiveness. The organization's evident reward and recognition systems for motivating employees received the highest mean of 4.03, demonstrating effectiveness. Aligning rewards with individual and team performance, while the lowest mean of 3.35 indicates effectiveness, offers an area for potential refinement.

Table 2 presents the management effectiveness of selected hotel fine-dining restaurants in Laoag City through the assessment from Galbraith's Star Model of Effectiveness. The People-Skills and Mindset area received the highest composite mean of 4.41 (Very Effective), signifying the restaurant management's excellence in cultivating a positive and collaborative mindset among employees. The Strategy-

Direction area attained a high composite mean of 4.23 (Very Effective), indicating effective communication of the organization's strategic goals and vision. Based on the respondents, the management ensures employee understanding, adapts to market conditions, and emphasizes the link between individual work and the overall organizational strategy.

The Structure-Power and Process-Information areas both achieved a composite mean of 4.12, signifying effectiveness in promoting clear roles and responsibilities, maintaining a balance of power centralization and decentralization, and ensuring efficient communication within the organizational hierarchy of hotel fine-dining restaurants. Additionally, in the Process-Information category, the organization demonstrates effectiveness in optimizing the flow of information and resources. This is achieved through leveraging technology, capturing and utilizing data for decision-making, maintaining clear communication channels, and consistently reviewing and improving processes to adapt to changing needs.

Although considered effective, Rewards area is rated the least with a composite mean of 3.69. This suggests that there is still room for improvement in aligning rewards more closely with individual and team performance and providing increased opportunities for career advancement.

Table 3. The Level of Satisfaction of the Employees on the Management of the Restaurant

Indicators	M	VI
1.Compensation/ salary	4.33	VS
2.Financial benefits and wellness	4.25	VS
3.Workplace flexibility	4.23	VS
4.Health benefits	4.15	VS
5.Supervisor's performance	4.43	VS
6.Career development	4	S
7.Work environment	4.1	S
8.Equality in gender issues	4.35	VS
9.Team performance	4.4	VS
10.Provide proper information and good communication	4.43	VS
11.Good decision making of the management	4.03	S
12.There is fairness to all employees	3.7	S
13.Leave pay and overtime	4.03	S
The workplace is safe and clean	4.3	VS
15.Fairness of the manager and other support staff	3.75	S
Overall Mean	4.16	S

Note: 1:00 – 1.80=Not Satisfied (NS); 1.81 – 2.60=Slightly Satisfied (SS); 2.61 – 3.40=Moderately Satisfied (MS); 3.41 – 4.20= Satisfied (S); 4.21 – 5.00 = Very Satisfied (VS)

The findings in this table reveal that the Supervisor's performance and Provide proper information and good communication gained the highest mean of 4.43, which indicates that the employees are very satisfied with the statement. It also revealed that the There is fairness to all employees obtained the lowest mean of 3.70, which indicates that the employees are satisfied.

Table 3 provides an overview of employee satisfaction across various dimensions of the restaurant's management, presenting mean scores and corresponding satisfaction levels. With a very satisfactory score of 4.43, rank-and-file employees express significant satisfaction with their supervisors, underscoring effective leadership and robust management support. Scoring another very satisfactory 4.43 mean, providing proper communication highlights the restaurant management's excellence in furnishing accurate information and maintaining effective communication practices, contributing to a transparent and well-informed work environment. Moreover, respondents also believe that they are very satisfied with the team performance, earning a score of 4.40. Here employees demonstrate considerable satisfaction with their team's performance, indicating successful collaboration and cohesion among team members.

The lowest score is observed in the area of "Fairness to all employees" with a score of 3.70 (Satisfactory). While still indicative of satisfaction, there is perceived room for improvement in the perceived fairness of managers and support staff, suggesting an aspect that could be addressed to further enhance employee satisfaction.

Table 4. Difference on the Responses when Grouped According to Profile Variables

Variable	Mean Square	F	p-value
Age	0.358	2.098	0.137
Educational Attainment	0.358	2.035	0.162

Note: P<.05

Table 4 shows the differences in responses when grouped according to profile variables. Results indicate that the age and educational profile group ($p > 0.05$) has no statistically significant differences.

Table 5. Relationship between Management Effectiveness of Fine-Dining Restaurants and Employees' Satisfaction in Selected Hotel Fine-Dining Restaurants in Laoag City

Management Effectiveness Of The Managers		Satisfaction Of The Employees
Strategy	<i>r</i>	.597
	<i>p-value</i>	.000
People	<i>r</i>	.467
	<i>p-value</i>	.002
Structure	<i>r</i>	.671
	<i>p-value</i>	.000
Process	<i>r</i>	.738
	<i>p-value</i>	.000
Reward	<i>r</i>	.655
	<i>p-value</i>	.000

Note: Correlation is significant at the 0.05 level

It can be observed from Table 5 that the Pearson correlation coefficient for the management effectiveness of selected hotel fine-dining restaurants and employees' satisfaction in Laoag City has a statistically significant linear relationship.

Different dimensions of management (Strategy, People, Structure, Process, and Reward) are assessed, each presenting correlation coefficients (*r*) and *p*-values. A positive and statistically significant correlation was found between strategic management effectiveness ($r=0.597$, $p=0.000$), suggesting a moderate positive relationship with employee satisfaction. Similarly, effective people management ($r=0.467$, $p=0.002$) and well-defined organizational structure ($r=0.671$, $p=0.000$) demonstrated moderate to robust positive correlations with employee satisfaction. Moreover, strong positive correlations were identified for process management ($r=0.738$, $p=0.000$) and a well-structured reward system ($r=0.655$, $p=0.000$), emphasizing their substantial positive relationships with employee satisfaction.

Thus, the direction of the relationship is positively correlated that these variables are moved in the same directions. The magnitude, or strength of the association have strong correlation. Hence, the management effectiveness of fine-dining restaurants influences employees' satisfaction.

Plan of Action

Key Performance Indicator	Objectives	Strategy	Person Involved
<p>Strategy-Direction The management adapts the company's strategy to changing market conditions</p>	<p>To align company research with market trends to capture emerging opportunities and stay competitive.</p>	<p>Regularly conduct market research to understand evolving customer preferences, competitor strategies, and economic trends specific to Laoag City's fine dining market.</p>	<p>Management</p>
<p>People-Skills And Mindset The management provides sufficient opportunities for skill development and growth for its employees.</p>	<p>To Provide skill development opportunities can help employees improve their skills and knowledge, leading to better performance.</p>	<p>Develop and implement training programs that cover a variety of skills relevant to the restaurant industry, such as culinary skills, food and beverage service, customer service, and restaurant management.</p>	<p>Human resources department</p>
<p>Structure-Power The management empowers employees to make decisions within their areas of responsibility</p>	<p>To establish clear communication channels and encourage teamwork to ensure informed decision-making and alignment with overall goals.</p>	<p>Encourage regular communication between employees and management to share ideas, concerns, and feedback on decision-making processes.</p>	<p>Restaurant Owners/Managers</p>
<p>Process-Information The organization's processes in ensuring the efficient flow of information and resources are evident.</p>	<p>To streamline communication channels between management and employees to ensure timely and accurate information exchange.</p>	<p>Track key performance indicators (KPIs) related to information flow, resource utilization, and customer satisfaction to identify areas for improvement.</p>	<p>Management team</p>
<p>Rewards The organization aligns its rewards with individual and team performance.</p>	<p>To collaborate and communication can be fostered by aligning individual rewards with team goals, leading to better overall team performance.</p>	<p>Cater to diverse employee preferences by offering financial and non-financial rewards, such as bonuses, paid time off, recognition programs, training opportunities, or flexible work arrangements.</p>	<p>Restaurant owners/managers</p>
<p>Fairness to all employees</p>	<p>To foster an environment where employees feel valued, heard, and supported regardless of background.</p>	<p>Encourage employees to voice concerns and feedback through regular meetings, suggestion boxes, or anonymous surveys.</p>	<p>Supervisors and team leaders</p>

Discussions

Management Effectiveness of Selected Hotel Fine Dining Restaurants in Laoag City

The highest composite mean of 4.41 (Very Effective) in the People-Skills and Mindset area resonates with the literature emphasizing the importance of people skills in effective management (Robbins & Judge, 2018). This high score signifies the restaurant management's excellence in fostering a positive and collaborative mindset among employees, aligning with research highlighting the positive impact of such practices on employee satisfaction and overall productivity (Huang & Chen, 2018).

The Strategy-Direction area's high composite mean of 4.23 (Very Effective) aligns with literature stressing the significance of a strong strategy direction in effective management (Smith & Wheeler, 2019). This finding indicates that the organization effectively communicates its strategic goals, ensures employee understanding, and establishes a clear link between individual work and the overall organizational strategy, contributing to enhanced organizational performance (Lee & Kim, 2020).

In the Structure-Power and Process-Information areas, both achieving a composite mean of 4.12, the results affirm the literature's emphasis on the importance of organizational structure and effective communication channels (Johnson et al., 2018). The effectiveness in promoting clear roles and responsibilities, balancing power centralization and decentralization, and optimizing the flow of information and resources aligns with research suggesting that such organizational structures contribute to improved operational efficiency and communication within fine-dining establishments (Robbins & Coulter, 2018).

The Rewards area, rated the least with a composite mean of 3.69, correlates with literature acknowledging the significance of well-designed reward systems in influencing managerial performance and employee satisfaction (Chen and Hsieh, 2020). The lower score suggests an opportunity for improvement in aligning rewards with individual and team performance, as well as providing enhanced opportunities for career advancement, consistent with research highlighting the positive impact of such practices on employee motivation and engagement (Devasheesh & Jain, 2018).

Satisfaction of Employees to the Management

The overall mean of 4.16 reflects employees' overall satisfaction with the hotel's fine dining restaurant's management. However, falling within the satisfactory range, there exists potential for further improvement. Targeting areas with slightly lower scores, such as Fairness to all employees, could be a strategic focus to elevate the overall satisfaction levels among employees. The high mean score of 4.43, signifying significant satisfaction among rank-and-file employees with their supervisors, resonates with the literature highlighting the pivotal role of effective leadership in

employee satisfaction (Milley, 2021; Dorota et al., 2020). The positive score emphasizes that robust management support and efficient leadership contribute to a content and engaged workforce.

Similarly, the mean score of 4.43 for "providing proper communication" corroborates the literature emphasizing the importance of transparent communication in the workplace (Dorota et al., 2020). The high level of satisfaction in this dimension suggests that the restaurant's management excels in furnishing accurate information and maintaining effective communication practices, fostering a well-informed work environment. This aligns with the literature's emphasis on the role of transparent communication in building trust and enhancing overall employee satisfaction.

Furthermore, the mean score of 4.40 for "team performance" resonates with literature that underscores the significance of teamwork and collaboration in fostering a positive work environment (Milley, 2021). The considerable satisfaction expressed by employees in this dimension implies successful collaboration and cohesion among team members, aligning with the literature's assertion that positive team dynamics contribute to overall employee satisfaction.

However, the observed lowest score in the area of "Fairness to all employees," with a score of 3.70 (Satisfactory), echoes the literature's recognition of the critical role fairness plays in employee satisfaction (Milley, 2021). While indicative of satisfaction, the perceived room for improvement suggests that employees feel there is an opportunity to enhance fairness in managerial decisions and support staff interactions. This finding aligns with literature highlighting fairness as a key factor influencing employee perceptions and satisfaction, emphasizing the need for continuous improvement in this aspect (Milley, 2021).

Difference in Responses when Grouped According to Profile Variables

The findings, indicating that there are no statistically significant differences in responses based on age and educational profile ($p > 0.05$), prompt a discussion within the context of the related literature.

In the realm of organizational research and employee satisfaction, demographic factors such as age and education have been explored to understand potential variations in attitudes and perceptions. The lack of statistical significance in differences based on age aligns with some studies that suggest age might not be a predominant factor in shaping perceptions of management effectiveness or employee satisfaction (Robbins & Coulter, 2018). However, it's essential to note that this non-significance does not imply that age is irrelevant; rather, it underscores the idea that effective management practices and employee satisfaction can be universal across age groups.

The non-significant differences observed in the educational profile group also resonate with previous research. While some studies suggest that higher levels of education might influence expectations and perceptions in the workplace (Johnson et al., 2019), others argue that factors such as leadership styles and communication practices play a more substantial role than educational background (Huang & Chen, 2018). The absence of statistical significance in this study supports the notion that effective management and employee satisfaction are influenced by various factors beyond educational attainment.

It's crucial to acknowledge that these findings are specific to the context of the study and may not necessarily align with every organizational setting. The interplay of age and education with management effectiveness and employee satisfaction is complex and can be influenced by organizational culture, industry norms, and other contextual factors (Lee & Park, 2018).

Correlation between Management Effectiveness and Employee Satisfaction

The breakdown of different management dimensions—Strategy, People, Structure, Process, and Reward—offers a nuanced understanding of the correlation coefficients (r) and their corresponding p -values. The positive and statistically significant correlation coefficients indicate the presence of a relationship, and these findings resonate with established literature.

The moderate positive relationship between strategic management effectiveness ($r=0.597$, $p=0.000$) and employee satisfaction underscores the importance of strategic leadership in influencing the overall job satisfaction of employees. This aligns with studies emphasizing the role of clear communication of organizational goals and vision in fostering a positive work environment (Lee & Kim, 2020).

Similarly, the moderate to robust positive correlations found for effective people management ($r=0.467$, $p=0.002$) and a well-defined organizational structure ($r=0.671$, $p=0.000$) echo the significance of human resource practices and organizational design in shaping employee satisfaction. Participative leadership, as highlighted in the study by Johnson et al. (2019), aligns with the positive correlation observed in effective people management.

The strong positive correlations identified for process management ($r=0.738$, $p=0.000$) and a well-structured reward system ($r=0.655$, $p=0.000$) emphasize the critical role of efficient processes and fair reward mechanisms in contributing to employee satisfaction. These findings resonate with studies stressing the impact of performance management systems and supportive management practices on employee motivation and contentment (Chen and Chang, 2020; Huang and Chen, 2018).

The assertion that the direction of the relationship is positively correlated, indicating that these variables move in the same direction, aligns with the broader understanding that effective management practices contribute to higher levels of employee satisfaction (Lee & Park, 2018). The strong correlation magnitudes further highlight the robustness of these relationships, suggesting that improvements in management effectiveness within fine-dining restaurants can significantly enhance employee satisfaction.

Conclusion

The study aimed to explore the management effectiveness and employee satisfaction in selected hotel fine-dining restaurants in Laoag City, addressing specific questions related to the profile of respondents, the level of management effectiveness, employee satisfaction, differences based on profile variables, and the relationship between management effectiveness and employee satisfaction.

Among the respondents, there was a notable majority below 25 years old, with additional segments representing those aged between 26–40 and 41–55. The gender distribution leaned towards a male majority. All respondents held permanent positions, and 100% completed college.

When evaluating management effectiveness, the People-Skills and Mindset dimension stood out, indicating a highly effective cultivation of a positive and collaborative organizational culture. The Strategy-Direction dimension also performed well, showcasing effective communication of strategic goals. The Structure-Power and Process-Information dimensions both demonstrated clarity in roles, efficient communication within the organizational hierarchy, and promotion of organizational efficiency, informed decision-making, effective communication, and adaptability to changing needs. However, the Rewards dimension indicated room for improvement, suggesting an opportunity to enhance the alignment of rewards with individual and team performance.

Examining employee satisfaction, the highest scores were observed in Supervisor's Performance, Providing Proper Information and Good Communication, and Team Performance. In contrast, fairness to all employees scored the lowest. The overall satisfaction level was indicative of general contentment but suggested potential for improvement.

Interestingly, no statistically significant differences were found in responses when grouped by age and educational attainment. The study further established a statistically significant and positive relationship between management effectiveness and employee satisfaction, with significant correlations identified in the dimensions of Strategy, People, Structure, Process, and Reward. Proficient management in these areas correlates with higher employee satisfaction, emphasizing their interconnectedness.

With the results, the researchers also propose a plan of action for hotel fine dining restaurants in Laoag City which aims to enhance management effectiveness and employee satisfaction. It focuses on key areas such as aligning company strategy with market trends, providing skill development opportunities, empowering employees, optimizing information flow, ensuring fair rewards, and fostering a culture of fairness.

Implications and Future Research Directions

The study highlights areas of strength, such as positive organizational culture and effective communication, but also identifies areas for improvement, particularly in aligning rewards with performance.

Future research endeavors from this study could explore several directions to deepen our understanding of management effectiveness and employee satisfaction in the context of hotel fine-dining restaurants in Laoag City.

Researchers can investigate the influence of external factors, such as economic conditions, and conducting comparative studies across regions could help them come up with a more comprehensive understanding. Moreover, a qualitative type of approach, such as in-depth interviews or focused group discussions, could provide richer insights into the subjective experiences and perceptions of both management and employees.

Further research on effective strategies for rewards alignment and career advancement opportunities is suggested. Additionally, exploring the impact of satisfied employees on customer experiences and overall business performance is recommended for a more holistic perspective on organizational success.

Limitations of the Study

The study has several limitations that should be considered when interpreting the findings. There is a significant constraint in terms of limited time available for conducting research due to the delayed release of ethical clearance. This time constraint impacted the depth and scope of the study, potentially limiting the ability to explore certain aspects in greater detail.

Another limitation is the geographic scope of the study, as it focused exclusively on fine-dining restaurants in Laoag City. The findings may not be fully representative of the diverse practices and dynamics that could exist in fine-dining establishments in other regions or areas with distinct characteristics.

Furthermore, the study faced challenges in participant engagement. Despite the intention to include a broader selection of hotel fine-dining restaurants, not all establishments were equally enthusiastic about participating in the research.

Consequently, only four restaurants were interviewed, potentially affecting the comprehensiveness of the results. Future studies should aim for a more extensive and diverse sample to enhance the external validity of the findings.

Recommendations

With the results gathered from this research, the researchers humbly recommends the following plan of action for the consideration of the management of selected hotel fine-dining restaurants in Laoag City:

- **Performance Assessment Workshop.** The management of selected hotel fine-dining restaurant may conduct a workshop or training session quarterly for restaurant managers to review and discuss the findings of the management effectiveness assessment. Emphasize the identified strengths in People-Skills and Mindset and Strategy-Direction, and collaboratively explore strategies for enhancing the Rewards dimension.
- **Reward System Enhancement.** The restaurant management may develop and implement an enhanced reward system aligned with individual and team performance. This may involve revisiting existing reward structures, introducing recognition programs, and creating opportunities for career advancement.
- **Employee Feedback Mechanism.** The hotel fine dining restaurants may establish a systematic and confidential employee feedback mechanism. This can include regular surveys, suggestion boxes, or confidential one-on-one sessions to capture employee perspectives on various aspects, including fairness, communication, and satisfaction.
- **Leadership Development Programs.** The restaurant management may also implement leadership development programs for managers to enhance their skills in fostering a positive and collaborative organizational culture. Focus on providing tools and strategies for effective conflict resolution, teamwork promotion, and leadership communication.
- **Communication Enhancement Strategies.** The restaurant management may develop and implement strategies to enhance communication within the organization. This may involve regular team meetings, clear communication channels, and technology-enabled solutions to streamline information flow.
- **Diversity and Inclusion Initiatives.** The restaurant management may introduce diversity and inclusion initiatives to ensure fairness and equality within the workplace. Provide training on sensitivity, inclusivity, and fair treatment to address any perceived shortcomings in the Fairness of the Manager and Other Support Staff category.

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THE EFFECT OF TIKTOK ON SLEEP BEHAVIOR AND PHYSICAL ACTIVITY OF COLLEGE OF ALLIED HEALTH AND SCIENCES STUDENTS OF NORTHWESTERN UNIVERSITY

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Abstract

This study determined the effects of TikTok on the sleep behavior and physical activity of College of Allied Health Sciences students of Northwestern University. Specifically, it described the demographic profile of the respondents as to their age, gender, and frequency of use of the TikTok application. This study aimed to identify the effects of TikTok on sleep behavior and physical activities in the College of Allied Health and Sciences. Moreover, it is specifically focused on the lifestyle aspects, which are sleep behavior and physical activities.

This study on the effects of TikTok on sleep behavior and physical activities of College of Allied Health Sciences students utilizes a descriptive correlation research design that identified the demographic profile of college students and determined the effects of TikTok on their sleep behavior and physical activities. Pearson r-correlation was also used to determine the significant relationship between and among variables.

The total number of respondents was determined through the use of frequency, standard deviation, and percentages. 90 respondents, distributed from CAHS students, were chosen through random stratified sampling. Data gathering was done using questionnaires incorporated into survey forms, and the results, interpretation, and analysis were determined through numerical analysis of the collected data, which was interpreted through frequency, percentage, and overall mean.

This study explored how TikTok usage affects sleep behavior and physical activity among college students. In general, the study found that excessive TikTok usage could disrupt sleep schedules and sleep arousal before bedtimes and should be treated with caution. The study found mixed results based on TikTok usage and stress, advertising it as a stressor for people specifically and distracting. Nevertheless, there was a negative correlation with physical activity, and the majority of TikTok content does not encourage it. Age appears to be a significantly large contributor to the amount of sleep and activity patterns.

The study reveals that TikTok has a negative impact on students' physical activity levels, reducing engagement and time allocation for physical activities. Despite some debate

about its potential to encourage physical activity, the overall trend suggests a negative influence on students' exercise habits. The correlation between demographic profiles (age, sex, and duration of TikTok usage) and sleep behavior and physical activity is weak, but not significant. The research underscores the need for awareness and strategies to promote healthier media consumption habits among college students.

Keywords: Physical Activities, TikTok Impact, Sleep Behaviors, Social Media

Introduction

The world has changed because of social media. These tools are fast and extensively being embraced by people across ages, which is changing how we organize to demand revolutionary change, find partners, and gather news. In 2019, 7.7 billion people lived on the planet, with at least 3.5 billion of them online. In other words, more than two-thirds of all internet users and one in three people worldwide use social media platforms (Ospina, 2019). Some of the social media platforms that are popular today are Facebook, Instagram, Twitter, LinkedIn, YouTube, TikTok, and many more. According to Inquirer (2022), globally dispersed internet users between the ages of 16 and 64 used the internet on any device on average for 6 hours and 58 minutes per day. The age group of 16–64 in the Philippines connects to the internet for an average of 10 hours and 27 minutes per day.

One of the most popular social media platforms today, particularly among students, is the TikTok application. It is a website that offers practical video services in response to the surge in short videos. The platform offers viewers personalized films based on their choices and provides producers with editing capabilities. As a result, TikTok has attracted millions of users worldwide and has become very popular. (Zhang et al., 2019). The Philippines is one of the countries that have been drawn to TikTok. According to Kemp (2023), there are 43.43 million users aged 18 and above in the Philippines, which indicates that TikTok reached 58.2% of all adults aged 18 and above.

Social media use has some advantages and disadvantages for students. One of the disadvantages that students encounter is sleep health. According to Garrett et al. (2016), university students' lack of sleep is a significant health concern, particularly for freshmen during their first quarter or semester of study. Several studies have looked at how social media technologies affect college students' ability to sleep. On the other hand, one of the good advantages of social media use is increased physical activity engagement. Janssen (2010) has linked physical activity to various health advantages. Observational research's dose-response relationships suggest that increased physical activity improves health. Experiment results indicate that even moderate quantities of physical activity can have health advantages in high-risk children (e.g., obese).

It has been observed that college students employ the social media platform TikTok in various ways. On one hand, TikTok serves as an entertaining medium, allowing students to exchange content, express sentiments, promote health education, and engage with peers through the creation of videos. They offer opportunities to impart knowledge and function as entertainment as well. We also notice that TikTok reduces stress, which is accurate because they use this platform to unwind, relax, and take a break from their academic obligations. Additionally, the TikTok social media

application gives college students the chance to showcase their creativity and talents, which can help them feel more confident.

Results of this study can be used as a baseline guide for proposing programs that will encourage people to improve their sleep behaviors and engagement in physical activities, which in turn may improve the quality of life.

Literature Review

Social Media

Social networks, which allow users to access various information, have become a vital part of daily life and continue to transform the way we interact with one another on a global scale. People of all ages now use social media sites for business, networking, dating, politics, and everyday contact.

Social media has become an essential part of individuals' lives, including students'. The use of social media is growing significantly more than ever, especially in the post-pandemic era. It was marked as a great revolution that has changed the educational system. Recent investigations of using social media show that approximately 3 billion individuals worldwide are now communicating via social media (Iwamoto and Chun, 2020).

Over 70% of adults in Kenya, South Africa, Malaysia, and the Philippines claimed to use social media to acquire their news in 2021, making it a widely used news source in several nations. In March 2021, users who are 40 to 44 years old spend the most time on social media platforms, averaging roughly 60 minutes each day. Facts and figures show that individuals spend 2 h a day, on average, on various social media applications, exchanging pictures and messages, updating status, tweeting, and commenting on much updated socially shared information (Abbott, 2017). Social networking applications were used for 49.12 minutes daily by those under the age of 19 (Statista, 2021).

TikTok

In terms of social media app downloads, TikTok, which made its debut in 2017, eclipsed Instagram, Facebook, WhatsApp, and Snapchat in 2021. TikTok is well-liked among younger users as a result of its emphasis on dancing and lip-syncing videos. Women aged 18 to 24 are the most active users, making up about 25% of users. Male app users in that age range make up the second-largest cohort. In 2021, a major rise from 2020, 63 percent of Gen Z users in the US used TikTok on a weekly basis, whereas just 57 percent did the same for Instagram (Statista, 2021). TikTok is one of the most well-known applications. TikTok's never-ending flood of material, absence of time stamps or indications of being "all caught up," and concealment of the phone's clock make it easy to lose track of time. However, there is a paucity of understanding of how TikTok use may disrupt our circadian cycles, particularly our sleep hygiene. TikTok use was

linked to greater daytime exhaustion, which was mediated by higher levels of cognitive activation before sleep. A propensity for sensation seeking exacerbated this association, whereas a desire for delayed satisfaction mitigated it (Wang & r, 2022).

Physical Activity

The use of social media by students, which has grown significantly over the past ten years, has a mixed impact on their health and health-related activities. Students' preferred method of communication is social media; thus, it's critical to comprehend how this population's health habits and social media usage frequency are related. Online social networks, like TikTok, offer a wide audience and employ technology that could improve social support, which is a recognized predictor of physical activity. Online social networks are a promising intervention tool for boosting physical activity because of their usefulness and reach. In this study, we looked at the relationships between social media use frequency and physical activity (Shimoga et al., 2019).

Sleeping Behaviour

Social media has grown in the past years and has been used in many different ways. The use of social media is incomparably on the rise among students, influenced by the globalized forms of communication and the post-pandemic rush to use multiple social media platforms for education in different fields of study.

Therefore, it's crucial to understand how this population's health behaviour and frequency of social media use are related. In this study we looked up how social media had an effect on the sleeping behaviour of a student. Using social media regularly every day shows that it has been associated with a reinforcement of health behaviour. In conclusion, it shows that moderate use of social media has a big impact on sleeping behaviour and health behaviour (Shimoga et al., 2019).

Research Framework

Theoretical Underpinning

The Social Ecological Model was used primarily as a baseline in concluding the study. The social ecology model of health conceptualizes health broadly and focuses on a variety of elements that may influence health. This wide way of thinking about health, promoted in the World Health Organization's 1947 Constitution, incorporates physical, mental, and social well-being (World Health Organization, 1947). According to the Social Ecology Model, health is influenced by the interplay of the person, the group/community, and the physical, social, and political settings. The community involvement method and the social ecology model both acknowledge the complicated role that context plays in the genesis of health problems as well as the success or failure of measures to address these problems.

This model can be used by health professionals, researchers, and community leaders to identify factors that contribute to poor health at different levels (individual, interpersonal, community, and society) and to develop approaches to disease prevention and health promotion that include action at those levels. This approach focuses on integrating approaches to change the physical and social environments rather than modifying only individual health behaviors (ATSDR, 2015). The theory states that there are different factors affecting health, such as group/community, political, social, and physical health. That after identifying these factors that contribute to poor health, it will lead to the development of approaches to disease prevention and health promotion.

This study only limited the social effect to the person or effects of the TikTok social media application on College of Allied Health and Sciences students at Northwestern University.

Research Paradigm

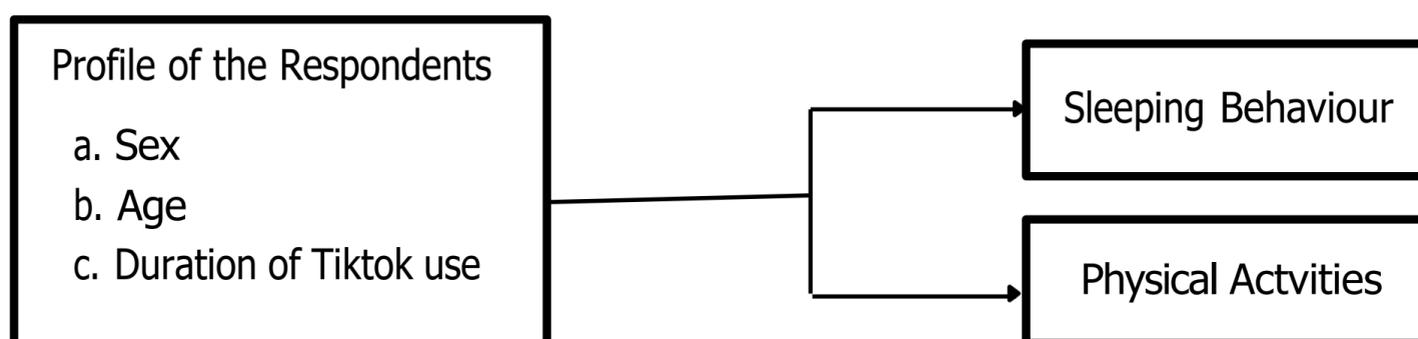


Figure 1 shows the paradigm of the study. The independent variable is the profile of the respondents while the dependent variable is the effect of TikTok on the sleeping behaviors and the physical activities of College of Allied Health and Sciences students. It also shows the relationships between the profiles of sleeping behaviors and physical activity. Moreover, the relationships between the sleeping behaviors and physical activity of College of Allied Health and Sciences students.

Research Problems/Objectives

This study aimed to determine the effect of TikTok's social media application on sleeping behaviour and physical activities among College of Allied Health and Sciences students of Northwestern University.

Specifically, it sought to answer the following questions.

1. What is the profile of the respondents in terms of:
 - a) Sex
 - b) Age
 - c) Duration of TikTok usage

-
2. What is the effect of TikTok on the sleeping behaviors of college students?
 3. What is the effect of TikTok on the physical activities of college students?
 4. Is there a significant relationship between the profile of the respondents towards sleeping behaviors and physical activity?

Hypothesis

H1. There is a significant relationship between the profile of the respondents towards sleeping behaviors and physical activity.

Methodology

This section illustrates the details and the procedure of conducting the research. It also tackles a detailed discussion of the research design, the locale of the study, the population and sampling procedures, what are the research instruments used, the data gathering procedure employed, and the statistical treatments done for the data collected.

Research Design

This study utilized a descriptive correlational research design. This study employed a quantitative research strategy. Quantitative research design focuses on quantifying the collection and analysis of data. This research design was chosen to help us understand how TikTok's social media application affects the sleeping behaviors and physical activities of college students.

Participants

The participants in this study were students of the College of Allied Health and Sciences at Northwestern University. The study participants are randomly selected from a pool of 90 students across various departments in Allied Health Sciences. The group includes 30 students from the Nursing department, 30 students from Medical Technology, and 30 students from Physical Therapy, all of whom are active users of the TikTok application. Individuals not utilizing the TikTok application are excluded from the study.

Research Instrument

The researchers collected the necessary data using a questionnaire. The instrument was a self-structured questionnaire. One ortho-sports instructor and four physical therapists at a local hospital in Ilocos Norte validated the questionnaire.

The first part of the instrument covers how the TikTok social media app can affect the sleep behaviour of the student, which consists of ten answerable questions by checking a 4-point Likert scale. The second part of the instrument encompasses how the TikTok social media app can affect the physical activity of the student and contains twelve answerable questions by checking a 4-point Likert scale.

A reliability test was done to determine the validity of the questions used in the conduct of this study. The result of reliability statistics showed that the computed Cronbach's alpha value for the effect of TikTok on the sleeping behaviors and physical activities of college students was 0.8, which denotes that the instrument has satisfactory internal consistency. Thus, this set of questionnaires is considered valid, reliable, and ready for use.

Data Gathering Procedure

Prior to the distribution of the questionnaires, a letter of request was given to the Office of the Dean of the College of Health and Sciences consenting that students per department will participate in the study. The researchers asked permission from the respondents if they were willing to participate and were not forced nor threatened to participate in the study. Participants were assured that given data would be kept confidential so the respondents would feel secure and answer the questionnaires with reliable information. The researchers conducted this study with no conflict of interest.

Data Analysis

The data gathered was analyzed using statistical tools. The frequency, standard deviation, and percentages were utilized to know the profile of the respondents. The mean was used to determine the effect of TikTok on the sleeping behaviors and the physical activities of college students. Below is the Likert scale to interpret the results of the data:

<i>Point Value</i>	<i>Range of the Means</i>	<i>Descriptive Interpretation</i>
4	3.26 – 4.00	Strongly Agree(High Effect)
3	2.51 – 3.25	Agree(Moderate Effect)
2	1.76 – 2.50	Disagree(Least Effect)
1	1.00 – 1.75	Strongly Disagree(No Effect)

Pearson r-correlation was used to determine the significant relationship between and among variables. Data analysis was undertaken using International Business Machines' Statistical Package for the Social Sciences v26.0. The p-values of <.05 were considered statistically significant.

Ethical Considerations

Permission from concerned school authorities was sought and obtained prior to the conduct of the study. A request letter was given to the Dean of the College of Allied Health and Sciences to secure the questionnaires that will be given. It explicitly detailed the background of the study, the purpose of the research, voluntary participation, procedures, time required, benefits, confidentiality, sharing the results, the right to refuse, and the contact.

Privacy is ensured. Data and results obtained from this study will be kept as confidential as possible. Data are stored and will be kept securely, allowing only the researchers to access it. The data that are collected will be deleted after 5 years following the rules and provisions of the Data Privacy Act. The researchers also informed the participants of their free will to withdraw at any time during the data-gathering process. The university's safety protocols were observed, and the study passed through the Research Ethics Committee (REC) of the university.

Results

This section presents the results of the data gathered by the researchers. It includes the profile of the respondents, the effect of TikTok on the sleeping behaviors, the effect of TikTok on the physical activities of college students, and the relationships between and among variables.

Table 1. Demographic Profile

	Frequency	Percentage (%)
Sex		
Male	29	32.22
Female	61	67.78
Age		
19 years old	73	81.11
20 years old	17	18.89
Duration of Usage		
1-2 hours	5	5.56
3-4 hours	30	33.33
5-6 hours	33	36.67
7 hours	22	24.44

Table 1 presents a comprehensive overview of the demographic characteristics of the study participants. The data indicates a predominant representation of females at 67.78%, with males constituting 32.22% of the respondents. Age distribution reveals that 81.11% fall within the age bracket of 19 and below, while 18.89% belong to the 20 and above category.

Furthermore, the table delineates the frequency of TikTok application usage, indicating 5.56% for 1-2 hours, 33.33% for 3-4 hours, 36.67% for 5-6 hours, and 24.44% for more than 7 hours. This data underscores the fact that a substantial majority of respondents engage with the TikTok application frequently, particularly dedicating approximately 5–6 hours daily to its use.

Table 2. The Effect of Tiktok on the Sleeping Behaviours of College Students

Indicators	M	VI
A. Negative Effect		
1. My sleep schedule has been disrupted due to TikTok.	2.71	A
2. I have difficulty sleeping after using TikTok	2.81	A
3. The TikTok usage leads me to lack of sleep	2.77	A
4. I find that it is challenging to resist the temptation of using TikTok when you go to bed	2.49	D
5. I lose time while using TikTok, which leads me to sleep late.	2.59	A
Composite Mean	2.67	A
B. Positive Effect		
1. The TikTok helps me to relax and unwind before I go to bed	2.16	D
2. Watching TikTok helps me to fall asleep easily	2.39	D
3. TikTok provides me a way to distract myself and helps me forget my problem or stressor	1.94	D
4. TikTok's sleep-related content improves my overall sleep quality	2.47	D
5. Does TikTok serve you entertainment that helps you wind down and prepare yourself if you fall asleep	2.14	D
Composite Mean	2.22	D

Note: 1:00 – 1.75 = Strongly Disagree (SD); 1.76 – 2.50 =Disagree (D); 2.51 – 3.25 = Agree (A);3.26 – 4.00 = Strongly Agree (SA)

Table 2 presents the impact of TikTok on the sleep behavior of college students, providing a comprehensive analysis of the observed effects. A mean value of 2.71 agrees that their sleep schedule was disrupted due to TikTok, 2.81 agrees that they have difficulty sleeping after using TikTok, and 2.77 agrees that TikTok usage leads them to lack sleep. 2.49 disagrees that it is challenging to resist the temptation of using TikTok when going to bed. 2.59 agrees that they lost time while using TikTok that leads them to sleep late. 2.16 disagree that TikTok helps them to relax and unwind before going to sleep. 2.39 disagree that watching TikTok helps them fall asleep easily. 1.94 disagree that TikTok provides the way to distract and helps them to forget the problem or stressor, and 2.47 disagree that TikTok sleep-related content improves their overall sleep quality. 2.14 disagree that TikTok serves entertainment that helps them wind down and prepares them to fall asleep. This observation suggests that the use of the TikTok application may disrupt the sleep schedules and sleep quality of college students at Northwestern University.

Table 3. The Effect of TikTok on the Physical Activities of College Students

Indicators	M	VI
A. Negative Effect		
TikTok reduces the amount of physical activity that I am engaged in Physical Activities	2.57	A
I spend more time using TikTok than engaging in physical activities	2.68	A
I find that I am mostly engaged in TikTok over physical activity	2.73	A
The TikTok usage resulted in a decrease in my physical activities	2.53	A
I feel challenged to balance my time between TikTok and physical activities	2.53	A
Composite Mean	2.61	A
B. Positive Effect		
I feel guilty after spending mostly my time on TikTok instead of engaging in	2.59	A
TikTok inspires me to engage in physical activities and exercise	2.27	D
TikTok provides me with information about the different types of physical activities and exercise	2.16	D
TikTok motivates me to try new forms of exercise and physical activities	2.23	D
TikTok improves fitness level or gives me strength	2.23	D
TikTok gives me an overall enjoyment of physical activities	2.36	D
Composite Mean	2.3	D

Note: 1:00 – 1.75 = Strongly Disagree (SD); 1.76 – 2.50 =Disagree (D); 2.51 – 3.25 = Agree (A);3.26 – 4.00 = Strongly Agree (SA)

Table 3 elucidates the impact of TikTok on the physical activity levels of college students at Northwestern University. A mean value of 2.57 agreed, that TikTok reduces their amount of engagement in physical activity, 2.68 agreed, that they spend more time using TikTok than engaging in physical activities, 2.73 agreed, that they are mostly engaged in TikTok than physical activity, 2.53 agreed, that TikTok usage result in decrease in my physical activities, 2.53 agreed that they feel challenged to balance their time between TikTok and physical activities, 2.59 agreed, that they feel bitterness after spending more time on TikTok instead in engaging in physical activities, 2.27 disagreed, that TikTok inspire them to engage in physical activities and exercise, 2.16 disagreed that TikTok provides information about different types of physical activities and exercise, 2.23 disagreed that TikTok motivates them to try new forms of exercise and physical activities, 2.23 disagreed that TikTok improves fitness level or gives more strength, 2.23 disagreed that TikTok gives overall enjoyment of physical activities, 2.36 disagreed that TikTok encourages them to be more active throughout the day and even on their next exercise. This observation suggests that the utilization of the TikTok application may adversely affect the time allocation and participation of Northwestern University students in physical activities and exercise.

Table 4. The Effect of TikTok on the Physical Activities of College Students

<i>Profile</i>		<i>Sleeping Behavior</i>	<i>Physical Activities</i>
Sex	<i>Pearson's r</i>	-.156	-.059
	<i>P-value</i>	.143	.578
Age	<i>Pearson's r</i>	.251*	.277**
	<i>P-value</i>	.017	.008
Duration of Usage	<i>Pearson's r</i>	-.100	-.123
	<i>P-value</i>	.349	.248

*Note. Significant using the Pearson's correlation test at *P<0.05, **P<0.01*

It can be seen from the table that the Pearson correlation coefficient for the age profile towards sleeping behaviors and physical activities has a statistically significant linear relationship. The direction of the relationship is positively correlated, and these variables are moving in the same direction. The magnitude, or strength, of the association, has a weak correlation ($.20 <$). Hence, these sleeping behaviors and physical activities were impacted by the age profile. However, the sex and duration of usage profiles towards sleeping behaviors and physical activities were not statistically significant. Hence, these profiles encountered no effects on the sleeping behaviors and physical activities of college students.

Discussions

This study aimed to determine the effect of TikTok on the sleep behavior and physical activity of 90 university students from the College of Allied Health Sciences, most of whom are female and aged 18–19 years with an average TikTok usage of 5–6 hours per day.

The findings about the influence of TikTok on sleep behavior among college students imply that the utilization of the TikTok application may disrupt the sleep schedules and sleep quality of Northwestern University students. This study agrees with the findings of Wang and Scherr (2021), which suggest that unconscious media usage, such as using TikTok, can be mentally exhausting and may prevent individuals from achieving good quality sleep after turning off the lights. As reported by Hayes in 2022, TikTok is the worst app for disturbing one's sleep. Users should therefore exercise caution when using social media and attempt to be restrained when confronted with omnipresent and limitless media temptations, especially before bedtime. Based on the collected results of our study, the identified lowest indicator is that TikTok didn't provide them a way to distract themselves and help them forget their problems or stressors. It is supported by Ismail et al., who reported in their 2022 study that teenagers feel stress as a result of their use of social media since it is impacted by a variety of variables, one of which is the widespread usage of mobile phones. The greater the intensity with which

teenagers access TikTok social media, the greater their stress level. On the contrary, according to a study by Al_Hakim (2023), the TikTok app includes a range of engaging video material that might help reduce tension caused by current concerns.

The impact of TikTok on physical activity among college students indicates that the utilization of the TikTok application may have a detrimental effect on time allocation and participation in physical activities and exercise for Northwestern University students. The study by Penglee et al. (2019) states that higher smartphone use among Thai college students may be both a barrier and a strategy for physical exercise. Carefully developed smartphone applications aimed primarily at students in higher education settings have the potential to enhance physical activity. On the contrary, according to the study by Gabriella & Annaliz (2021), individuals who spend time on social media are driven to engage in physical exercise to enhance their physical health, mental well-being, and skill mastery.

Derived from the collected data in this study, the least indicator is that TikTok doesn't provide information about the different types of physical activities and exercise. This could be due to a lack of engagement with the content creators who focus on physical activity or exercises or a scarcity of such content altogether. It was supported by the study by Štajer et al. (2022) that, despite several efforts to promote PA, the worldwide level of physical inactivity remains high.

Finally, it was found in this study that age has a direct impact on physical activity. The growing popularity of TikTok among students has sparked concerns about its influence on their physical activity. Recent studies indicate that the impact of TikTok on students' physical activity levels varies based on factors like age, gender, and socioeconomic status. For instance, younger users are more likely to be active on the platform and may promote increased physical activity through sharing information (Olebara et al., 2021). However, certain sociodemographic aspects can affect the link between TikTok use and physical activities (Montag et al., 2021).

Additionally, previous studies have indicated that extensive use of TikTok and other social media platforms can have a detrimental effect on the sleep quality of young people (Zheng, 2023). However, the connection between TikTok usage and sleep patterns in university students may be influenced by their socio-demographic backgrounds. The influence of age on this association is significant, with younger students potentially being more vulnerable to the negative impacts of using TikTok on their sleep behavior. While it is true that social media like TikTok has gained popularity among university students, not all researchers support the notion that these platforms negatively affect sleep behavior. Some research suggests that factors beyond socio-demographics play a substantial role in influencing sleep behavior, such as individual lifestyles, mental well-being, and stress levels (Montag et.al., 2021). For instance, some university students might use TikTok for relaxation or entertainment purposes, which could positively impact their overall well-being and quality of sleep.

Furthermore, overlooking older students' susceptibility to adverse effects from excessive social media usage should also be considered important. Hence, acknowledging complexities surrounding the relationship between TikTok use & Sleep behaviour suggests the need for a thorough, comprehensive analysis towards gaining deeper insight into this dynamic relationship.

Conclusion

The purpose of this research was to identify the effects of TikTok on the sleep behavior and physical activity of College of Allied Health and Science students at Northwestern University. Based on the results, it can be concluded that there are multiple effects of TikTok on the students, such as the sleep behavior of students being disrupted and the quality of their sleep, and TikTok use may not be the best way to engage college students in physical activity. Future exploration into the effects of TikTok could be useful for advancing further research and understanding. The extent to which the findings could improve the lives of others with repetitive motion behaviors is worth exploring.

Recommendations

The study asserts that the most negligible indicator of the impact of TikTok on sleep behavior is "TikTok provides me the way to distract myself that helps me forget my problem or stressor." TikTok encompasses various genres that users can choose to follow, influencing the content displayed on their 'For You' page. A suggested approach is to subscribe to creators specializing in humorous content or memes, as these genres have demonstrated efficacy in diverting attention and alleviating stress.

The study posits that the least significant indicator in the impact of TikTok on physical activity is "TikTok provides me with information about the different types of physical activities and exercise." TikTok offers a diverse array of genres for users to explore, including but not limited to comedy, fitness, drama, and inspiration. In the context of this study, a salient recommendation emerges, advocating for the pursuit of content creators who share insights on lifestyle, exercise, and fitness. By opting to follow individuals within these thematic realms, users can glean valuable knowledge and information pertaining to their well-being and physical activities, aligning with a proactive approach to content consumption on the platform.

Future researchers are encouraged to embark on comprehensive investigations, utilizing the outcomes of this study as a foundational basis for exploring the multifaceted impact of TikTok on sleep behavior and physical activity among college students. This study serves as a potential framework, offering insights and avenues for further exploration of the intricate interplay between TikTok usages, sleep patterns, and engagement in physical activities within the collegiate demographic. Establishing a more nuanced understanding of these dynamics can contribute to the development of targeted interventions and strategies aimed at promoting healthier

digital habits and overall well-being among college students, for bigger sizes and different programs.

Limitations of the study

The inherent limitations of this study stem from its constrained sample size, comprising merely 90 respondents out of a substantial pool exceeding 900 students from the College of Allied Health and Sciences (CAHS). This restricted sample may impact the generalization of findings to the broader student population. Furthermore, the study's evaluation of sleep delay was exclusively reliant on qualitative inquiries, overlooking the quantitative dimensions associated with sleep delay duration. A more robust research approach in subsequent endeavors could involve the integration of quantitative methodologies, incorporating both predicted and actual sleep times. This nuanced examination would facilitate a more comprehensive understanding of the precise duration of sleep delay, shedding light on the intricacies of this phenomenon.

Moving forward, future investigations are warranted to delve deeper into the dose-response relationship between the length of sleep delay and its consequential impact on sleep quality. Understanding the nuanced interplay between these variables is imperative for refining interventions and strategies aimed at mitigating the adverse effects of sleep delay on overall sleep quality. Such endeavors would contribute significantly to the academic discourse on sleep behavior and pave the way for targeted interventions to enhance the well-being of individuals affected by disrupted sleep patterns.

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THE CORRELATION BETWEEN LABORATORY STANDING AND PRACTICUM PERFORMANCE OF
HOSPITALITY MANAGEMENT STUDENTS AT NORTHWESTERN UNIVERSITY

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Abstract

This descriptive research delves into the intricate relationship between laboratory standing and practicum performance among Northwestern University's hospitality and cruise management students during the academic year 2022-2023. The study, involving 73 students with complete grades in three crucial laboratory subjects, namely food and beverage service, fundamentals in lodging operations, and kitchen essentials and basic food preparations, aims to discern significant patterns and unveil potential areas for improvement.

Using existing data from the previous academic year, encompassing laboratory grades and practicum performance, the study employs statistical measures such as frequency, percentage, mean, rank, standard deviation, and Pearson R for comprehensive analysis. Notably, findings spotlight a prevalence of female students, a majority pursuing a bachelor's degree in cruise management, and a significant deployment in 4-star hospitality facilities. Crucially, the study uncovers positive laboratory standing and practicum performance among students during the specified academic year. Intriguingly, statistically significant relationships emerge between personal and social qualities, as well as soft skills, and laboratory standing, particularly in food and beverage service. The p-values below 0.05 suggest a tangible influence of laboratory standing on practicum performances.

In light of these findings, recommendations center on enhancing laboratory standing for hospitality and cruise management students at Northwestern University. The study urges the department to conduct an in-depth exploration, identifying effective strategies to elevate students' laboratory standing and, consequently, enhance their overall academic and practical performance. This research contributes valuable insights for educational institutions aiming to optimize experiential learning outcomes in the field of hospitality and cruise management.

Keywords: Correlation, Laboratory Standing, Practicum Performance

Introduction

The journey of education often involves a critical phase known as "practicum," acting as the bridge between classroom knowledge and real-world application. It's a phase where students transition from the theoretical realm to hands-on experience, a phase that can significantly impact their future. The integration of classroom instruction with practical workplace exposure equips students with valuable skills, making them more competitive in the demanding job market. Research, as Smith and colleagues (2018) have consistently shown, reveals that students who complete work placements tend to enjoy higher employment rates, marking the substantial value of such experiences.

As a result, educational institutions, including colleges and universities, have made internships a standard part of their curricula. These programs are carefully designed to offer students real-world work experiences, job prospects, and readiness for the professional world. The rationale is simple: to prepare students for what lies ahead.

Now, the hospitality industry, a significant contributor to the economy, carries the weight of societal and environmental impacts. In this context, preparation for employment extends beyond academic excellence to encompass internship programs, often overseen by advisors and school administrators. The challenge here is that if these programs aren't well-prepared or well-structured, they may fail to provide students with the essential training they need, which could hinder their future employment prospects. It's not just students who benefit from internships; employers gain fresh perspectives from student interns, retain interns as entry-level hires, receive additional assistance on projects, mentor students for the benefit of the business, and foster employee morale and leadership development, as noted by Loreto (2017).

Mosiienko and colleagues (2023) emphasize the symbiotic relationship between laboratory and practical work, underlining how these experiences help students apply their knowledge in practice, fostering logical thinking, creativity, and effective knowledge utilization. The advantages of internships, as highlighted by Loreto (2017), extend beyond students and offer substantial benefits to employers.

Recent studies, such as those by Tentama and Abdillah (2019), underscore the importance of strong academic performance as a catalyst for entering the workforce. Exceptional academic achievements often correlate with focused expertise and professional experience. However, the value of pursuing a post-graduate degree in enhancing career opportunities remains an ongoing discussion.

In a recent event hosted by the Philippines Society for Talent Development, titled 'Bridging the Industry-Academe Gap,' it was observed that new graduates frequently lack the necessary knowledge and skills for entry-level roles in various companies.

One of the identified reasons is the lack of exposure to talent development in both academic and extracurricular activities, as noted by Nera (2023).

Given those multifaceted factors, that research held immense significance. It investigated the relationship between the academic performances of students pursuing degrees in hospitality management and those majoring in cruise management at Northwestern University and their on-the-job training performance in the academic year 2022–2023. The aim was to assess whether students were equipped with the career skills that aligned with industry needs, ultimately providing vital insights for shaping the hospitality degree curriculum and the on-the-job training program.

Literature Review

Laboratory learning encompasses educational experiences that occur in environments where students can observe, practice, and experiment with various objects, materials, phenomena, and concepts, either independently or in collaborative settings. It's not limited to a physical lab but can manifest in different forms, such as digital learning management systems and computer-simulated virtual labs. Within these settings, students can learn by observing real-life cases or phenomena, engaging in hands-on practical exercises, and conducting experiments. The core objective of incorporating laboratory learning is to foster practical competence, typically in their chosen field of study. Additionally, it allows students to connect and reinforce the theoretical knowledge they gain in traditional classroom settings. This approach to learning caters to a wide range of educational outcomes, including experiential learning (Chan, 2023). According to the Program Pendidikan Vokasi (2022), this laboratory comprises a Front Office, Accounting Hotel, Housekeeping, Food and Beverage Service, Food Production, Pastry, Bartending, Stewarding, and Storeroom.

Collaborations with various associations in the hospitality and restaurant industry, including IHRA (Association of Hotels & Restaurants Indonesia), and external laboratories provide students with opportunities to apply both theoretical knowledge and practical skills within the restaurant and hospitality industries.

The purpose of the internship program is to provide students with the opportunity to complement their classroom instruction with real-world knowledge, skills, and desirable attitudes, all while gaining practical experience at a certified Host Training Establishment (HTE). Following a 2017 CHED Memorandum of Agreement, the Commission on Higher Education (CHED) is tasked with creating and promoting policies, procedures, practices, and programs that address globalization, changing regulations, and trade liberalization in higher education. To equip students with marketable skills and attitudes for employment, CHED requires student internships and the establishment of strong academic relationships between higher education institutions (HEIs) and businesses, industries, and duly authorized government and

non- government organizations, including civil society groups.

According to Har-windito et al. (2022) and Puitri et al. (2022), food and beverage services are widely used in hotels and resorts. In many places, food and beverage service quality is the most valuable of the hotels, the high-perceived value of the tourists when they found high food and beverage quality in a hotel rather than sleeping at night (Aburumman et al., 2018: 272). Colleges become a place to provide services to fulfill the student's needs. Students' demand is at a better level, not only about the standard of teaching but also about the condition of facilities. (Akram et al., 2017). One of the diversification strategies that hotels can utilize is to leverage their F&B services.

Although food and beverage operations in hotels yield low-profit margins (HotStats, 2018), other private accommodations (e.g., Airbnb) do not usually offer food and beverages other than basic breakfast items. Hence, the investment in the F&B department can be a competitive edge for hotels to attract consumers (Han & Hyun, 2017). A recent review of Wang & Huang's work in 2018 highlights the necessity of analyzing kitchen essentials to determine the size of the kitchen application space and equipment demand. This analysis aims to meet people's requirements for time-saving, comfort, and ease of operation by understanding the necessary equipment, furniture, activity patterns, frequency of use, hours of operation, and other related elements. As emphasized by Tipton in 2019, the sayings "the right tool for the right job" and "you are only as good as your tools" underscore the paramount importance of having suitable cooking equipment, both in your kitchen and in a restaurant. For those aspiring to excel in cooking, having the right cooking equipment is vital for success and minimizing frustration. Food choices, including meal source and preparation method, have an important impact on dietary intake and, hence, health (Mills S, White M, Wrieden W, Brown H, Stead M, Adams J, 2017).

Given those factors, this study's investigation of the potential link between educational attainment—specifically, the achievement of a master's degree—and academic performance in the hospitality management sector held tremendous significance. The purpose of the study was to determine whether students majoring in cruise management and pursuing degrees in hospitality management had professional abilities that met market demands. To improve the on-the-job training (OJT) program and hospitality degree curriculum, it also assessed how well students performed in these activities.

As a result, this study aimed to give hospitality management students at Northwestern University a rare chance to examine the relationship between their academic achievement and their performance during practical training in the academic year 2022–2023. It could shed light on the efficacy of laboratory instruction as a predictor of students' capacity to succeed in professional contexts by comprehending the link between laboratory-based education and practicum performance. The results of this study could have an impact on how teachers created

their lesson plans and how the hospitality and cruise management education program was improved overall.

One of the most effective and well-recognized methods for educating students on the abilities and information required to perform in a professional setting is on-the-job training (OJT). Lack of OJT frequently decreases the likelihood of a seamless transition from college to the workforce. As a result, many businesses give students OJT before hiring them for full-time jobs. (Richards, 2023).

According to Anand (2023), there are several types of on-the-job training approaches used in a company, including the following:

Job Rotation

Job rotation is the process by which a person alternates between jobs that are related to their role and develops experience in a range of work profiles. This takes away the sensation of tedium and promotes networking among coworkers from other organizational departments.

Coaching

As the name implies, coaching is a form of on-the-job training that involves training employees under the supervision of a manager or another senior employee. It is a direct training method where employees can ask questions and get explanations, examples, and feedback regarding their duties.

Job Instruction Training

A trainer creates a step-by-step training plan for the workers in this instance. It consists of training directions and examples that the trainee can use to do their duties. It starts with a summary of the duties and outcomes that will be expected, then moves on to a description of the necessary skills. Following the trainee's completion of their tasks and acquisition of knowledge, there is a question-and-answer period.

Mentoring

In managerial roles, this kind of on-the-job training is more common. The daily operations of an organization are overseen and mentored by senior professionals. The pupil gains from the direct training method as they get practical knowledge.

Apprenticeship Training

Long-term instruction and practice in the arts, crafts, trades, and technology are part of the apprenticeship training process. These fields call for knowledge and skills that cannot be learned in a classroom. Instead, it necessitates instant focus and a multi-year learning process. Examples include the disciplines of a mechanic, a plumber, a toolmaker, or an artist.

Application of Practical Skills

Applying practical skills through internships, apprenticeships, or even externships is one of the most important strategies to assist students in becoming ready for their future careers and lives. Making the most of the experience is essential since it not only helps students understand their theoretical knowledge better but also introduces them to a world that may influence how they live the rest of their lives (Puri, 2017).

Benefits of Internship in Hospitality Course

An important component of education is industry internship opportunities offered to students in many vocational and business-oriented undergraduate programs around the nation. These activities help students grasp their academic learning. Consider a four-year undergraduate hospitality curriculum where students complete two six-month internships. This indicates that practical experience makes up 25% of their undergraduate education (Puri, 2017).

According to Richards (2023), on-the-job training offers numerous benefits for students, including the following:

A faster way to develop skills: On-the-job training is similar to experiential learning in that it allows students to quickly gain the practical skills required for professional work. It prepares individuals to use their academic knowledge and focuses on developing job-related skills, fostering problem-solving talents, and ensuring effective job performance.

Students feel like a part of the team. Many students find the transition from academia to a professional career to be intimidating. On-the-job training is critical in assisting students in assimilating into their new work environment, boosting confidence, and making them feel like useful, contributing team members from the outset. It also makes it easier to collaborate with trainers, coworkers, and peers, building relationships that are essential for professional and organizational success.

Builds confidence. Students generally begin their professional careers with on-the-job training, armed with theoretical knowledge but limited practical experience. OJT helps students see their potential and refine their abilities in order to thrive in a fast-changing job landscape. Students learn from their colleagues, receive ongoing performance feedback, discover their strengths and limitations, embrace their failures, design practical solutions, and face new job difficulties with confidence through observation, inquiry, and cautious risk-taking.

Gives industry knowledge. Students must obtain industry-specific information after graduation in order to advance their professions. On-the-job training provides students with practical work experience in their chosen sector. This hands-on experience lets students complete daily activities, attend meetings, work in groups, and attend

industry-related events. This immersion in their positions and responsibilities provides significant industry insights.

Improves growth opportunities. Trainers and senior staff regularly assess students' performance during on-the-job training, comparing it to industry benchmarks. Based on performance, students are given constructive feedback, allowing them to hone their talents and learn the tools and techniques required for professional assignments. This continuous feedback reduces the likelihood of repeating errors and lays the road for various opportunities for advancement in their jobs.

Enhances retention. Students are more likely to remember all of the tips and tricks they acquired during their OJT. It is the ultimate experience for pupils to recall and apply the learning. Students learn to follow directions and ensure that the job is done correctly since they are assigned responsibilities from an early age. This also increases student productivity and makes them more adept at fulfilling their jobs.

Learn to handle unforeseen instances. Unexpected occurrences and challenges are common in real-world work environments. Employees may struggle to deal with such events if they are not prepared. On-the-job training gives students personal experience dealing with a wide range of unforeseen professional circumstances. They learn to manage these difficulties with ease, developing the ability to invent creative solutions.

Personal and Social Qualities:

Zehra et al. (2019) conducted research on the "Effectiveness of Social Skills' Training on Social Adjustment of Elderly People. Social skills' training program was found to be effective on family adjustment of elderly people. Social skills training program was found to be effective on the emotional adjustment of elderly people. Social skills' training program was found to be effective occupational adjustment of elderly people. The personal skills are regarded as fundamental in bringing about improvements in one's living conditions. The individuals generate awareness in terms of these skills through communicating with their family members. But when they get enrolled in educational institutions and training centers or are engaged in employment opportunities, they need to focus upon the up-gradation of personal skills. The instructors, supervisors, and employers of the individuals render a significant contribution in leading to the up-gradation of personal skills among individuals. When the individuals are well aware in terms of ways of bringing about improvements in personal skills, they are able to achieve their goals and objectives as well as bring about improvements in their living conditions (Kapur, 2020).

Manipulative Skills:

Manipulative skill competency in childhood not only helps to improve physical activity participation but also helps adolescents learn specialized sports skills (Chen et al., 2021). Fine motor skill efficiency expressively impacts the value of the task

performance. Effective fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform the task (Holecko, 2019). Manipulative skill competency is referred to as the ability to perform skills that use the hands, feet, other body parts, and objects to manipulate or control an object with proper forms consistently and proficiently (Chen et al., 2021).

Practical Skills:

Practical skills relate to reasoning, critical thinking, problem-solving, and implementation skills. Let's consider a basic programming course that consists of two learning activities, such as theory-based and practice-based. The practice-based activities include programming, programming-related assignments, and coding tests. In this research, performance in practice-based activities is referred to as practical skills (Cong Thang, T., et al., 2021). With regard to practical skills development, this is reflected in recent changes to the "A" Level structure, the requirements for RSC accreditation of degree programs (to complete a certain amount of practical work), and the demonstration of skills competence in vocational qualifications (Laham & Read 2017). This is the power of learning with motivation, and it enables learners to gather and process knowledge, process it actively, and apply it effectively through practical skills (Yilmaz et al., 2017).

Hard/Technical Skills:

Hard/Technical skills refer to technical, tangible, and quantifiable abilities related to the use of equipment for a specific job, such as driving a car, computer programming, or welding (Lyu and Liu, 2021). Hard/Technical skills are necessary for specific knowledge-based tasks and are often taught in universities and technical schools. On the other hand, soft skills are often a better predictor of workplace success than hard skills, as they are essential for personal and interpersonal functioning (Hargood and Peckham, 2017).

An effective curriculum contains advanced academic, technical, and problem-solving skill sets to enhance students' career readiness (Lee et al., 2021). In other words, various coursework should not only cover the background or knowledge of course subjects but also provide opportunities for students to improve various skills, including critical thinking, problem-solving, and written and oral communication skills (Alshare & Sewailem, 2018).

Soft Skills:

According to Young (2018), soft skills are the primary predictor of success, not only in the hospitality industry but also in the areas of academics, career, and life. His experience of employing a Yale graduate with advanced technical skills but poor soft skills to assist him in his private practice as a therapist resulted in a loss of clients after about two sessions due to his employee's poor interactions with them and poor soft skills set. It showed him that a person who otherwise has essential technical skills might not have the most essential qualities, that is to say, soft skills, for professional success.

According to Lou, N. M. (2019), soft skills, representing human factors, encompass behavioral aspects crucial for task completion and contribute to an organization's competitive advantage. Thakre (2018) highlights the significant impact of soft skills on an organization's performance, emphasizing their importance in the hospitality industry (Adhvaryu, A., 2018).

Children's social skills, developed through practice and social interactions, play a vital role in their overall skills development. Individuals with high social skills at one point tend to maintain these skills over time, showcasing individual order stability. Additionally, there is an expectation of mean-level increases in social skills during the elementary school years (Bornstein et al., 2017).

Research Framework

Theoretical Underpinning

John Dewey's Theory

A progressive education, according to John Dewey's teaching technique, is fundamentally a concept of education that emphasizes the need to learn by doing. Dewey thought that humans learn best through 'hands-on' experiences. This places Dewey within the pragmatist educational philosophy. Pragmatists think that reality must be experienced in order to be understood. According to Dewey's educational theory, children must interact with their surroundings in order to adapt and learn. Dewey believed that educators and students should learn together and that educators and students should learn together. His perspective on the learning environment was profoundly anchored in democratic ideas, which fostered an equal voice among all learning participants. Dewey's method was genuinely child-centered. A child-centered approach to education focuses on learning about the child's needs and interests. Dewey believed that children should be free to pursue their interests (Dewey, 2022).

The notion that human experience should be a guiding light in education and social reform is central to John Dewey's thinking. He contended that all types of knowledge should be inextricably linked to practical, real-world experience and that genuine exploration and learning could only occur when students engaged with their material firsthand or via experimentation. The educational philosophy of John Dewey emphasizes the concept of "learning by doing," with a strong emphasis on experiential education. The objects of knowledge and their interaction with the learner are central to Dewey's concepts. As previously stated, Dewey believes that knowledge is actively generated by the learner through experience rather than passively acquired.

Dewey's "Learning by Doing" theory provides a solid framework for developing deep, meaningful learning experiences. His beliefs emphasize the significance of active participation, problem-solving, and social connection in the learning process.

Social learning theory

The core assumption of social learning theory is that people learn new things by witnessing and imitating the actions of their peers, teachers, and mentors. Essentially, this contextual learning asserts that learning can occur merely by observing others, even in the lack of prior experience. For example, even if you've never attempted it, you're likely to know how to shoot a ball in a ring. This is because you have previously seen how it is done, either in person or on television. This observational learning builds on the behavior learning paradigm. It also assumes that reinforcement and response have a significant impact on whether or not a behavior is acquired (Avelino, 2021).

Experiential Learning Theory (ELT)

David Kolb's Experiential Learning Theory (ELT) claims that learning is an ongoing process comprised of four fundamental components: concrete experiences, reflective observation, abstract conceptualization, and active experimentation. This theory can be effectively applied to the current research issue in the following ways (Cherry, 2022):

Concrete Experiences (Laboratory Standing): Within the context of this research, laboratory standing signifies the tangible experiences of students within a controlled educational environment. These experiences encompass elements such as coursework, lectures, and active participation in laboratory sessions.

Reflective Observation: Following their engagement in laboratory activities, students engage in reflective observation. During this phase, they critically assess their acquired knowledge, skill development, and comprehension of hospitality management principles that have been gained through their participation in laboratory sessions. This reflective process represents the initial stage of the experiential learning cycle.

Abstract Conceptualization: Abstract conceptualization entails students making connections between their experiential learning encounters and theoretical knowledge. In the context of this study, it corresponds to students' capacity to integrate their laboratory-acquired knowledge with the theoretical foundations of hospitality management.

Active Experimentation (Practicum Performance): The phase of practicum performance serves as the embodiment of the active experimentation component within the experiential learning cycle. During their practicum experiences, students put into practice the knowledge and skills they have accumulated in a real-world hospitality setting.

The research under consideration sought to explore the potential correlation between the quality of laboratory standing (comprising concrete experiences and reflective observation) and subsequent practicum performance (representing active

experimentation). Specifically, the study aimed to investigate whether students who excelled in laboratory-based coursework and demonstrated effective reflective abilities tended to exhibit higher levels of performance during their practicum assignments within real-world hospitality settings.

By employing David Kolb's Experiential Learning Theory as a guiding theoretical framework, this research endeavor sought to yield valuable insights into the influence of students' experiential learning in laboratory settings on their practical performance in hospitality management practicums.

Research Paradigm

Conceptual Framework

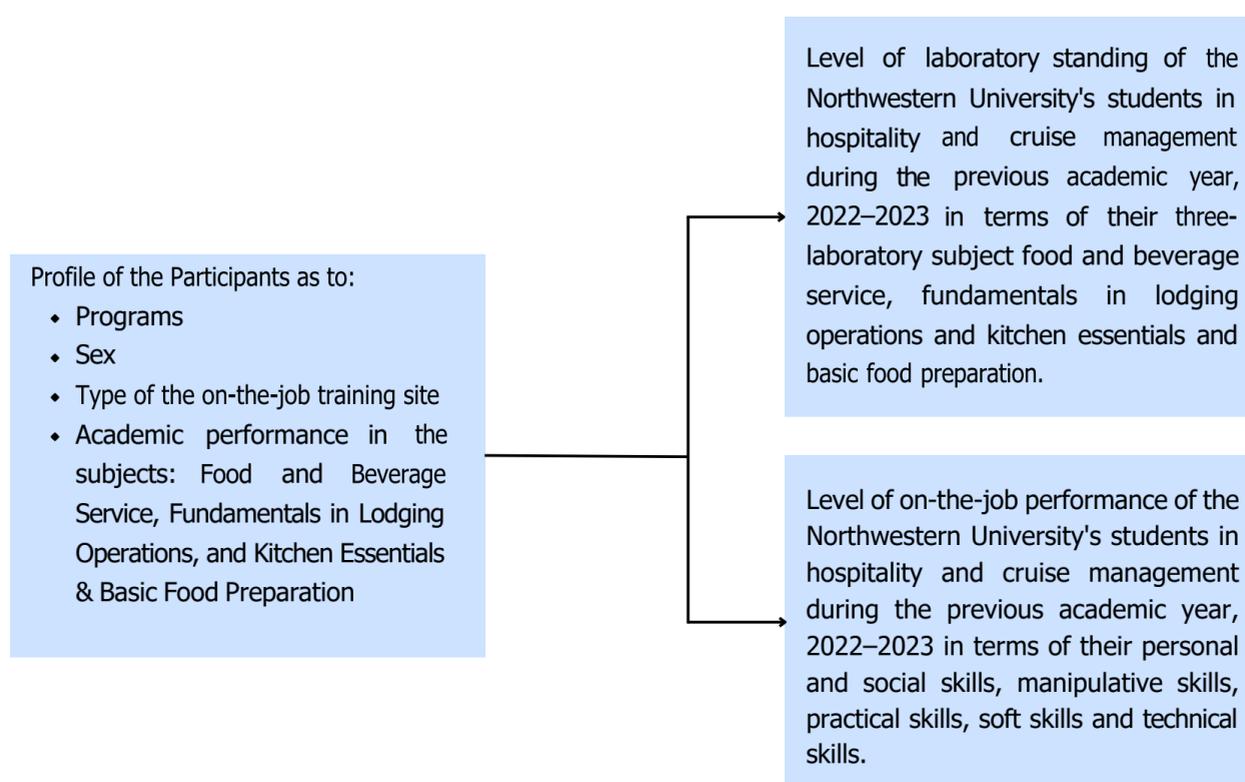


Figure 1. Research Paradigm

The research paradigm for this study encompassed independent variables, which consisted of demographic information about the participants, including their program, sex, type of on-the-job training (OJT) site, and their academic performance in their subjects, food and beverage service, fundamentals in lodging operations, kitchen essentials, and basic food preparation. The dependent variables under investigation included the level of laboratory standing at Northwestern University in terms of their three laboratory subject food and beverage service, fundamentals in lodging operations and kitchen essentials, and basic food preparation, and the level of on-the-job performance of the students in the hospitality and cruise management program during the previous academic year (2022-2023) in terms of their personal and social skills, manipulative skills, practical skills, soft skills, and technical skills.

The study's findings could be used by the College of International Hospitality and Tourism Management to improve the curriculum, particularly the hands-on laboratory activities.

Research Problem/Objectives

Primarily, this study determined and analyzed the correlation between laboratory standing in terms of their three- laboratory subject food and beverage service, fundamentals in lodging operations and kitchen essentials and basic food preparation and practicum performance in terms of their personal and social skills, manipulative skills, practical skills, soft skills and technical skills of hospitality management and cruise management students at Northwestern University and sought to answer the following:

1. What is the profile of the respondents in terms of their:
 - a. Programs
Bachelor of Science in Hospitality Management;
Bachelor of Science in Hospitality Management Major in Cruise Management
 - b. Sex
Male
Female
 - c. Type of on-the-job training site; and
5-star hotel;
4-star hotel; and
3 star hotel.
2. Academic performance in the subjects:
food and beverage service;
fundamentals in lodging operations; and
kitchen essentials & basic food preparation.
3. What was the laboratory standing of Northwestern University's students in Hospitality and Cruise Management in terms of the three laboratory subjects—Food and Beverage Service, Fundamentals in Lodging Operations, and Kitchen Essentials and Basic Food Preparation—during the previous academic year (2022–2023)?
4. How did Northwestern University's students in Hospitality and Cruise Management perform in on-the-job training during the previous academic year (2022–2023) in terms of personal and social qualities, manipulative skills, practical skills, soft skills, and technical skills?
5. Is there a significant relationship between the laboratory standing and practicum performances of Northwestern University's students in hospitality and cruise management during the previous academic year, 2022–2023?; and
6. What plan of action may be proposed based on the result of the study?

Hypothesis/Assumption

- There is no significant correlation between laboratory standing and practicum performances of Northwestern University's students in hospitality and cruise management.

Methodology

Research Design

The study's approach consisted of on-the-job training evaluation results constructed utilizing a frame of reference. In this study, the descriptive research design was used. A descriptive study is a type of research that describes the features of the population or subject under investigation. This descriptive methodology focuses on the "what" rather than the "why" of the study subject. The strategy focuses on describing the nature of a demographic segment rather than "why" a specific phenomenon happens. In other words, it "describes" the research topic without explaining "why" it occurs (Bhat, 2023). Using a descriptive research design, this study aimed to analyze and discuss the correlation between laboratory standing and practicum performance of Northwestern University's students in hospitality and cruise management during the previous academic year, 2022–2023.

Participants of the Study

The respondents for this study were selected using a total population approach, consisting of a total of seventy-three (73) participants. This included nineteen (19) students from the Bachelor of Science in Hospitality Management and fifty-four (54) students majoring in Cruise Ship Management at Northwestern University from the previous academic year, 2022-2023. The criteria for inclusion were participation in and completion of the three laboratory subjects, namely, Kitchen Essentials and Basic Food Preparation, Food and Beverage Service, and Fundamentals in Lodging Operations, as well as having undergone on-the-job training.

Research Instrument

The study utilized the on-the-job training performance results of Northwestern University's hospitality and cruise management students during the previous academic year, 2022-2023. The evaluation form used was sourced from the Practicum Manual authored by Prof. Imee L. Cabugon and Dr. Reyamar C. Taoing. Additionally, the researchers incorporated the students' laboratory grades into the analysis. A reliability test was done to determine the validity of the questions used in the conduct of this study. The result of reliability statistics showed that the computed Cronbach's alpha value for the level of laboratory standing of Northwestern University's students in hospitality and cruise management during the previous academic year, 2022–2023, was 0.892, which denotes that the instrument was good, and for the on-the-job training performance level of Northwestern University's students in hospitality and cruise management during the previous academic year, it was 0.759, which denotes that the instrument was acceptable. Thus, this set of questionnaires is considered valid, reliable, and ready for use.

Data Gathering Procedure

The researchers initiated the study by first sending a request letter to the Research Ethics Committee to acquire ethical clearance. Following this, the researchers sent a formal letter requesting authorization from the Dean of the College of Hospitality and Tourism Management. Furthermore, the researchers sought permission from the involved students to access their grades in three laboratory subjects: Food and Beverage Service, Fundamentals in Lodging Operations, and Kitchen Essentials and Basic Food Preparation. Additionally, they contacted the head of the programs to obtain access to the on-the-job training performance evaluations of the concerned students. Subsequently, the analysis was based on the acquired data.

Data Analysis

To analyze the gathered data, the researchers employed descriptive and inferential statistical techniques. They utilized methods like frequency, percentage, mean, rank, and standard deviation to present the profile of participants, including aspects such as age, gender, type of on-the-job training site, OJT performance, and laboratory grades among students. The researchers also applied inferential statistics, specifically Pearson's correlation coefficient (Pearson r), to examine the relationships between on-the-job training performance and the career skills of participants. Additionally, they employed simple linear regression to assess how one variable influenced another when analyzing the predictors of students' career skills.

Ethical Consideration

The correlation study between laboratory standing and practicum performance among hospitality and cruise management students at Northwestern University prioritized adherence to truth, authenticity, and error prevention. All potential participants were informed that their involvement was voluntary, and they could withdraw at any time without incurring costs or risks. Their identity and responses were kept confidential.

Participants were assured that the information collected was private, confidential, and used exclusively for academic purposes. Researchers were accountable for any data privacy abuses and adopted security measures to protect against threats. Adherence to the Data Privacy Act, which safeguards private, personal, and sensitive information, was ensured.

Participants were informed that their information would not be shared beyond the study or research team to prevent discomfort. The researchers declared no hidden conflicts of interest. After analysis, all collected information, including consent forms, was securely deleted, transitioning from data safety measures to an irreversible deletion process to prevent recovery by unauthorized parties.

Results

This section presents the results of the data gathered by the researchers. This includes the profile of the respondents, the level of laboratory standing, the on-the-job training performance level, and the relationship between the laboratory standing and practicum performances of Northwestern University's students in hospitality and cruise management during the previous academic year, 2022–2023.

Table 1. Profile of the Respondents

	Frequency	Percentage (%)
Program		
BSHM	19	26.03
BSHM-CM	54	73.97
Sex		
Male	27	36.99
Female	46	63.01
Types of on-the-job training site		
5 Star Hotel	26	35.62
4 Star Hotel	32	43.84
3 Star Hotel	15	20.55

The table above displays the demographic information of the respondents. According to the results, the majority of students who participated in this study pursued a Bachelor's degree in Hospitality Management with a major in Cruise Management (73.97%), while the remaining students pursued a Bachelor's degree in Hospitality Management. In terms of gender distribution, females constitute 63.01% of the respondents, while males make up 36.99%. The table further indicates that a significant portion of the participants are deployed in 4-star hospitality facilities (43.84%), followed by 5-star hospitality facilities (35.62%), and with the remaining respondents placed in 3-star hospitality facilities.

Table 2. The Level of Laboratory Standing

Student	Academic Performance			Equi. VI
	Food and Beverage Service	Fundamentals in Lodging Operations	Kitchen Essentials & Basic Food Preparation	
BSHM	2	2.5	2.5	2.5 S
BSHM-CM	2.25	2.5	2.25	2.25 A
Total	2.25	2.5	2.5	2.5 S

Note: 98-100 (1.00)=Outstanding, 95-97 (1.25)=Excellent, 92-94 (1.5)=Very Good, 89-91 (1.75)=Good, 86-88 (2.0)=Above Average, 83-85 (2.25)=Average, 80-82 (2.5)=Satisfactory, 77-79 (2.75)=Fair, 75-76 (3.0)=Passed, 70-74 (INC)=Incomplete, 69-below (5.0)=Failed

The table illustrates the laboratory standing of students who pursued a Bachelor of Science in Hospitality Management with a major in Cruise Management at Northwestern University during the previous academic year, 2022-2023. Hospitality Management students demonstrated above-average performance in the laboratory subject of Food and Beverage Service and satisfactory performance in the other two laboratory subjects, Fundamentals of Lodging Operations and Kitchen Essentials and Basic Food Preparation. On the other hand, students majoring in cruise management achieved an average laboratory standing in two subjects, food and beverage service and kitchen essentials and basic food preparation, while maintaining a satisfactory laboratory standing in fundamentals of lodging operations.

Overall, the students performed better in the laboratory setting, with Food and Beverage Service yielding the highest performance, followed by Fundamentals of Lodging Operations, Kitchen Essentials, and Basic Food Preparation. Additionally, the table indicates that students majoring in cruise management generally attained a higher laboratory standing compared to those in hospitality management.

Table 3. The On-The-Job Training Performance Level

Indicators	M	VI
A. PERSONAL & SOCIAL QUALITIES		
1. Personal appearance, poise, neatness, and appropriateness of dress.	4.59	0
2. Health and Physical fitness	4.79	0
3. Integrity and Dependability	4.67	0
4. Cooperation, Courtesy, and Loyalty	4.47	0
5. Enthusiasm, Initiative, and Resourcefulness	4.55	0
6. Emotional Stability and Self- Confidence	4.53	0
7. Attitudes toward suggestion and instruction	4.55	0
8. Peculiarities and Mannerism	4.49	0
9. Relationship with fellow student trainees	4.62	0
10. Relationship with co-workers, supervisors, and manager	4.67	0
11. Attendance, Punctuality, and regularities	4.52	0
12. Attitudes towards the profession	4.36	0
Composite mean	4.57	0

B. MANIPULATIVE SKILLS

1. Knowledge of work duties and functions	4.4	O
2. Ability to adapt, and organize remedies and solution	4.4	O
3. Ability to perform assignments	4.53	O
4. Ability to motivate co-trainees	4.52	O
5. Ability to independently	4.56	O
6. Ability to troubleshoot minor problems	4.38	O
7. Maintenance of order and discipline	4.55	O
8. Use and care of equipment, supplies, and materials	4.3	O
9. Safety consciousness and practice	4.51	O
10. Ability to adjust new trends in a work place	4.6	O
11. Ability to accept criticism positively for a prolific output	4.56	O
12. Ability to adapt and organize remedies and solution	4.63	O
Composite mean	4.5	O

C. PRACTICAL SKILLS

1. Comprehend and follow instruction	4.64	O
2. Demonstrate effective oral and written communication skills	4.51	O
3. Utilize appropriate resources	4.64	O
4. Accuracy of work	4.38	O
5. Ability to manipulate the machines that are in his/her work is	4.47	O
Composite mean	4.53	O

D. SOFT SKILLS

1. Report to work on-time	4.56	O
2. Dress and appearance are in conformance with the company's dress code	4.68	O
3. Accept responsibility without complaining	4.68	O
4. Enthusiasm in work	4.64	O
5. Finish work within the prescribed time	4.53	O
6. Capacity to handle/withstand work pressure	4.48	O
7. Work attentively	4.95	O
8. ability to work with minimum supervision	4.52	O
9. Take criticisms positively	4.58	O
10. Manage and resolve conflicts effectively	4.38	O
11. Use descent language	4.47	O
12. Behave in an ethical manner	4.52	O
13. Team player	4.52	O
14. Secure the company's secrecy	4.64	O
15. Show enthusiasm to learn by asking questions related to work/industry.	4.48	O
Composite mean	4.58	O

E. TECHNICAL SKILLS		
1. Prepare the dining room/ restaurant area for service.	4.51	O
2. Welcome guests and take food and beverage orders.	4.53	O
3. Promote food and beverage products.	4.38	O
4. Provide room service.	4.4	O
5. Receive and handle guest concerns.	4.44	O
6. Bar service	4.34	O
7. Clean bar area.	4.47	O
8. Operate bar.	4.38	O
9. Prepare and mix cocktails and non-alcoholic concoctions.	4.26	O
10. Provide basic wine service.	4.27	O
Composite mean	4.4	O
Overall Mean	4.51	O

Note: 1:00 – 1.80=Very Unsatisfactory (VU); 1.81 – 2.60=Unsatisfactory (US); 2.61 – 3.40 = Satisfactory (S); 3.41 – 4.20= Very Satisfactory (VS); 4.21 – 5.00 = Outstanding (O)

Table 4. Relationship between the Laboratory Standing and Practicum Performances of Northwestern University's Students in Hospitality and Cruise Management

Practicum Performances		The Laboratory Standing		
		<i>Food and Beverage Service</i>	<i>Fundamentals in Lodging Operations</i>	<i>Kitchen Essentials & Basic Food Preparation</i>
<i>Personal & Social Qualities</i>	<i>R</i>	.376*	.207	.095
	<i>p-value</i>	.001	.078	.423
<i>Manipulative Skills</i>	<i>R</i>	-.046	-.036	.160
	<i>p-value</i>	.698	.763	.176
<i>Practical Skills</i>	<i>R</i>	.094	.077	.014
	<i>p-value</i>	.431	.518	.904
<i>Soft Skills</i>	<i>R</i>	.269*	.097	.123
	<i>p-value</i>	.021	.414	.301
<i>Technical Skills</i>	<i>R</i>	.134	.082	.106
	<i>p-value</i>	.260	.489	.373

Note: Correlation is significant at the 0.05 level

The provided table illustrates the correlation between laboratory standing and practicum performances of Northwestern University's students in Hospitality and Cruise Management across various dimensions. The correlation coefficients (R) and p-values denote the strength and significance of these relationships, leading to the following analysis:

A positive correlation exists between laboratory standing in Food and Beverage

Service and the demonstration of enhanced personal and social traits during practicum ($R = 0.376$, $p < 0.05$). This implies that students who excel in Food and Beverage Service laboratory activities are more likely to demonstrate favorable interpersonal characteristics in real-world situations. Similarly, in Fundamentals in Lodging Operations, a substantial positive correlation ($R = 0.001$, $p < 0.001$) is observed, emphasizing the critical link between proficiency in lodging operations and the development of strong personal and social attributes throughout practical encounters. This highlights the significance of laying a solid foundation in hotel operations for the development of students' interpersonal skills in real-world contexts.

In terms of Manipulative Skills, an analysis of Food and Beverage Services reveals a weak inverse correlation ($R = -0.046$) coupled with a non-significant p-value (0.698). This implies the absence of a substantial relationship between laboratory standing in Food and Beverage Service and manipulative skills during practicum. Consequently, the performance in this lab area does not exert a significant impact on manipulative skills in real-world applications. Similarly, an examination of Fundamentals in Lodging Operations shows a weak and non-significant correlation ($R = -0.036$, $p = 0.763$), indicating that the laboratory standing in this field does not play a significant role in influencing manipulative skills during practicum. This highlights the limited connection between laboratory performance in these specific areas and the application of manipulative skills in practical settings.

Regarding Practical Skills, specifically Kitchen Essentials and Basic Food Preparation, the analysis reveals a weak positive correlation ($R = 0.014$) along with a non-significant p-value (0.904). This indicates that there is no significant relationship between laboratory status and practical skill in this sector. As a result, it implies that students' performance in the lab may not significantly impact their practical skills in kitchen essentials and basic food preparation during practicum.

When it comes to Soft Skills, particularly in Food and Beverage Service, a moderately strong and significant correlation ($R = 0.269$, $p < 0.05$) is evident. This indicates that higher laboratory standing in Food and Beverage Service is associated with enhanced soft skills during practicum, implying that proficiency in this lab area positively influences students' soft skills in real-world hospitality scenarios. Similarly, in Fundamentals in Lodging Operations, a parallel pattern is observed with a significant positive correlation ($R = 0.021$, $p < 0.05$), emphasizing that a strong foundation in lodging operations in the lab contributes to improved soft skills during practicum.

Concerning Technical Skills, particularly in Fundamentals in Lodging Operations, a weak positive correlation ($R = 0.134$) and a non-significant p-value (0.260) are observed. This suggests a limited association between laboratory standing and technical skills in this area. While there is a slight positive correlation, the lack of

statistical significance indicates that other factors may play a more influential role in determining technical skills during practicum. This stresses the complexity of the relationship between laboratory performance and the development of technical skills, suggesting the need for a multifaceted approach to technical skill acquisition beyond the laboratory setting.

In summary, the analysis reveals varying degrees of correlation between laboratory standing and practicum performances across different dimensions. The strength and significance of these relationships differ, emphasizing the multidimensional nature of students' performance in practical settings.

Recommended Improvements to Enhance the Laboratory Standing and Practicum Performance of Hospitality Management and Cruise Management Students at Northwestern University

Objectives	Proposed Actions	People Involved	Time Frame	Measurements
Enhancing Laboratory Standing	Identify effective strategies for improvement. Conduct surveys and assessments. Implement targeted interventions. Conduct regular reviews.	Dean, Head, Next Faculty, Students year	Next academic year	Achieve a 15% overall improvement in two semesters.
Regular Review and Refinement of Assessment Methods	Establish a review committee. Adjust assessment tools based on feedback.	Dean, Head, Review Committee, Faculty, Students	Annually at the beginning of each academic year	Decrease assessment discrepancies by 10%.
Collaborating with Higher Standard Industries	Establish collaborations with 4 to 5-star hotels only. Explore the use of modern technology in laboratory activities.	Dean, Head, Practicum Coordinators, NWU KTC	Annually	The industry partners meet the criteria established by the college.
Integration of Technology in Laboratories	Introduce virtual simulations and interactive modules. Assess the impact on student engagement and learning outcomes. Establish peer-assisted learning initiatives.	School Admin, Dean, Head, Faculty, Students	Request for the equipment is in the upcoming academic year.	Achieve a 15% increase in student satisfaction with technology integration.
Peer-Assisted Learning Programs	Pair students with varying proficiency levels. Evaluate the effectiveness of collaborative learning. Provide training for faculty on the latest industry trends and practices.	Dean, Had, Faculty, Peer Mentors, Students	Start in the next semester	Measure a 20% increase in overall student performance through collaborative assessments.
Professional Development for Faculty	Encourage continuous learning and professional development. Assess the impact on teaching methodologies.	School Admin, Dean, Had, Faculty	Ongoing throughout academic year	Observe a 15% improvement in the faculty-student interactions and innovative teaching approaches.

Discussions

Profile of the Students

Based on the findings, the majority of respondents majored in cruise management, while a smaller number pursued a Bachelor of Science in Hospitality Management. Additionally, a higher proportion of respondents were female compared to their male counterparts. Moreover, a significant number of students were assigned to four-star hotels.

The results of the study suggest that female students exhibited higher responsiveness compared to males. They dedicated their valuable time to cooperate with and assist the researchers in obtaining the necessary data. A study from San José University highlights how gender influences online survey participation, it is stated that women are more likely to participate than men. Additionally, women seem to be more likely than men to respond promptly after the invitation to take part in an online survey (Becker, 2021, Becker et al., 2019). Women tend to be more likely to self-select to participate in online surveys (Smith, 2009).

Laboratory Standing of Hospitality Management and Cruise Management Students at Northwestern University During the academic year 2022-2023

Based on the results, students demonstrated better performance in the laboratory setting, with Food and Beverage Service achieving the highest performance, followed by Fundamentals of Lodging Operations, Kitchen Essentials, and Basic Food Preparation. Additionally, the table indicates that students majoring in Cruise Management generally achieved higher laboratory standings compared to those in Hospitality Management.

Laboratories have an important role in teaching technical skills. Student satisfaction surveys are conducted in all relevant laboratories every year and data is used for continuous improvement (Aftharnan, A. et. al., 2019). Additionally, Laboratory records (activity and clarity) and the quality of the equipment used were the most influential factors in student satisfaction. According to Chan (2023), laboratory learning encompasses educational experiences that occur in environments where students can observe, practice, and experiment with various objects, materials, phenomena, and concepts, either independently or in collaborative settings.

Practicum Performance Evaluation of Hospitality Management and Cruise Management Students at Northwestern University During the academic year 2022-2023

Based on the results of the study, students exhibited excellent performance in their soft skills, with a composite mean of 4.58. This highlights those students who

pursued a Bachelor of Science in Hospitality Management and majored in Cruise Management at Northwestern University during the previous academic year (2022-2023) demonstrated outstanding soft skills. Similarly, Tolentino (2022) found in her research that BSBA students obtained a "very good" performance rating based on practicum performance evaluations by supervisors in areas such as personal traits, attitude toward the job, job performance, conformity to corporate regulations, and competence. According to Young (2018), soft skills are the primary predictor of success, not only in the hospitality industry, but also in the areas of academics, career, and life. His experience of employing a Yale graduate with advanced technical skills, but poor soft skills, to assist him in his private practice as a therapist resulted in a loss of clients after about two sessions due to his employee's poor interactions with them, and poor soft skills set. It showed him that a person who otherwise has essential technical skills might not have the most essential qualities, that is to say, soft skills, for professional success. He soon recognized that soft skills were the most powerful predictor of success in career and life. They have a significant impact on academic, career, and personal success (Pairin).

The results also indicate that students had a relatively weaker performance in their technical skills, garnering a composite mean of 4.40. This suggests that students who pursued a Bachelor of Science in Hospitality Management and majored in Cruise Management at Northwestern University during the previous academic year (2022-2023) showed room for improvement in technical skills. Technical Skills are crucial skills for a strong Hotel Manager. Hotel Leaders need industry knowledge and experiences to allow them to guide all those whom they oversee, helping them to achieve higher levels of success. (Sawyers S, 2018) Technical skills are the abilities or the knowledge you need to perform a specific task. They are often considered a hard skill, or a skill you learned through education or training. The interesting thing about the modern job market is that almost everyone needs some technical skills to do their jobs. (Kizer, 2023) It's essential to ensure your employees have the technical skills they need to perform their jobs successfully. Giving your employees the skills, they need, leads to happier employees, meaning better productivity. This all results in your business having a competitive edge over others. To achieve this, you'll need to give your employees technical skills training (Mcgarry, 2024).

The overall mean of 4.51 reflects a remarkable performance in the mentioned indicators by Northwestern University students pursuing a Bachelor of Science in Hospitality Management and those with a major in Cruise Management in the previous academic year (2022-2023). This outstanding performance underscores their proficiency in various aspects of the hospitality and cruise management field.

Correlation Between the Laboratory Standing and Practicum performance of Hospitality Management and Cruise Management Students at Northwestern University During the academic year 2022-2023

The results reveal statistically significant relationships between personal and social qualities, as well as soft skills, in the laboratory standing toward food and beverage service. Direct effects analysis supports the validity of the hypothesized relationships with a 95% confidence level. Table 3 summarizes the information and conclusions derived from the hypotheses. Specifically, the relationship between laboratory standing and practicum performances yielded a p-value lower than 0.05. According to Mosiienko and colleagues (2023), practicum performances are indeed influenced by the laboratory's standing. Emphasize the symbiotic relationship between laboratory and practical work, underlining how these experiences help students apply their knowledge in practice, fostering logical thinking, creativity, and effective knowledge utilization. Serrano, 2017 also stated that OJT improves students' learning retention since their work experience helps strengthen recall of the information compared to classroom learning. Internship becomes a crucial part of bridging the substantial gap between knowledge and practical reality due to most of the service provisions in the hospitality industry are characterized by high employee-customer contact (Pacheco Lopez, 2019).

Conclusion

The study delved into the profile, laboratory standing, and on-the-job training (OJT) performance of students pursuing a Bachelor of Science in Hospitality Management (BSHM) with a major in Cruise Management at Northwestern University during the academic year 2022-2023. The findings provide valuable insights into the demographics, academic performance, and practical aptitude of these students.

Demographic Profile

The majority of respondents (73.97%) pursued a Bachelor's degree in Hospitality Management with a major in Cruise Management, showcasing a prevalent interest in this specialization. Gender distribution indicated a higher representation of females (63.01%), while males constituted 36.99%. Regarding on-the-job training sites, a significant number of students were placed in 4-star hospitality facilities (43.84%), followed by 5-star (35.62%) and 3-star (20.55%) establishments.

Laboratory Standing

The laboratory standing of students in various subjects was analyzed. BSHM-CM students generally demonstrated above-average performance, with the highest mean in Food and Beverage Service (2.25), followed by Fundamentals in Lodging Operations (2.50), Kitchen Essentials & Basic Food Preparation (2.50). BSHM students displayed similar trends, indicating a commendable overall performance in laboratory subjects.

On-The-Job Training (OJT) Performance

The OJT performance of students was evaluated across multiple indicators categorized into Personal and social Qualities, Manipulative Skills, Practical Skills,

Soft Skills, and Technical Skills. Students consistently received outstanding scores across all dimensions, with a remarkable composite mean of 4.51. Particularly noteworthy were their exceptional scores in categories such as personal appearance, health and physical fitness, integrity, cooperation, and enthusiasm.

Relationship between Laboratory Standing and Practicum Performances

The study explored the correlation between laboratory standing and practicum performances. Significant positive correlations were found between laboratory standing in Food and Beverage Service and the demonstration of enhanced personal and social qualities during practicum. Similarly, strong correlations were observed between laboratory standing in Fundamentals in Lodging Operations and the development of soft skills during practicum. However, weak correlations were identified in other dimensions, indicating a nuanced relationship between laboratory performance and practical aptitude.

Overall Implications

The findings suggest that the BSHM and BSHM-CM programs at Northwestern University effectively prepare students for the challenges of the hospitality and cruise management industry. The students exhibited not only strong academic performance but also excelled in practical skills and demonstrated positive personal and social attributes during their OJT. The positive correlations between laboratory standing and practicum performances highlight the importance of a well-rounded educational approach that integrates theoretical knowledge with hands-on experiences.

Implications and Future Research Direction

Given that the hospitality industry is a major contributor to the economy, hospitality management and cruise management students at Northwestern University may have specific implications for the institution. It could indicate the effectiveness of the curriculum in bridging knowledge gained in the lab with practical skills during practicum.

In summary, there is no doubt about the practicum performance of students who pursued a Bachelor of Science in Hospitality Management and those who majored in Cruise Management during the academic year 2022-2023 at Northwestern University, particularly considering the facilities where they completed their practicum were rated 3 Stars and above.

Future research could delve into the unique teaching approaches at Northwestern University, examining how they contribute to this correlation. Exploring student perceptions, faculty practices, and the integration of industry trends into the curriculum could provide insights for continuous improvement.

Recommendations

The researchers recommend future investigations into the laboratory standing and practicum performance of hospitality management and cruise management students at Northwestern University. Here are specific suggestions for further research:

- **School Administrators:** They may construct classrooms suitable for both lectures and laboratory activities, promoting seamless integration. To enhance student engagement, professors are encouraged to conduct both lectures and laboratory activities within the same classroom.
- **Department of the College of International Hospitality and Tourism Management:** The department may consider providing additional lectures and training sessions facilitated by individuals with practical experience in the hospitality sector. This will offer valuable insights from professionals with hands-on knowledge.
- **Professors with Laboratory Subjects:** Professors overseeing laboratory subjects should monitor students' performance closely, especially in the laboratory setting. Identifying areas of weakness allows for targeted efforts to strengthen and enhance those specific areas.
- **Hospitality and Cruise Management Students:** Whether working individually or collaboratively, students in Hospitality and Cruise Management should actively engage in their lab subjects. Undertaking more challenging tasks will provide additional hands-on experience, preparing them for future professional endeavors.
- **Future Researchers:** In future research endeavors, consider utilizing data collected over an extended period through observations during laboratory activities. Furthermore, the scope of research could be expanded beyond the current focus on the three laboratory subjects. This broader approach will contribute to more comprehensive and insightful research outcomes.

Implementing these recommendations has the potential to significantly enhance the correlation between laboratory standing and practicum performance, ultimately improving the overall educational experience and better preparing Northwestern University's hospitality management students for success in their careers.

Limitations of the Study

While the research explores the correlation between laboratory standing and practicum performance of hospitality management and cruise management students at Northwestern University during the academic year 2022-2023, there are certain limitations that also point to opportunities for future research.

One notable challenge is the difficulty in reaching out to most target respondents, particularly since many have already graduated. Contacting them is further complicated by not personally knowing most of them, leaving social media as the

only viable option. Despite the researchers individually messaging the respondents to ensure a comprehensive response rate, some replies were delayed but were still included in the data.

Additionally, a subset of the target students had incomplete grades (INC) that had not been addressed, rendering the data from them unusable. Furthermore, some students were still in the process of completing subjects and had not yet undergone on-the-job training.

Lastly, the researchers encountered restrictions in accessing grades and performance ratings, which were treated as confidential. Consequently, they were granted limited access to secure copies. Despite these challenges, the researchers exerted their best efforts to gather all necessary data for the study.

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CAREER PATHWAYS AND EMPLOYMENT OUTCOMES OF COBE GRADUATES: A TRACER STUDY FOR S.Y. 2019 – 2023

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Abstract

This tracer study evaluates the career pathways and employment outcomes of graduates from the College of Business Education for the academic years 2019-2023. The study employed a mixed methods approach, utilizing both qualitative and quantitative data gathered through survey questionnaires. A questionnaire consisting of both structured and unstructured questions was used as the main research instrument. A total of 194 people participated in this study, 179 of those are graduates of the university, and 15 of those are employers of the graduates. The study aimed to characterize the job status of graduates when completing the programs in 2019–2023 and identify elements connected with education and work experience that influence the graduates' employability and progress at NWU. The outcomes showed that most graduates found work within a short period following graduation. Moreover, the majority of the graduates perceived that their current job was related to the program that the respondents took up in college. It took years for the respondents to find their job. Further, difficulties and problems encountered and recommendations to strengthen the business education program were noted. These may become a yardstick for curriculum review and even further offer recommendations for subsequent tracer studies.

Keywords: Tracer Study, Graduates, Employability, Skills

Introduction

The COVID-19 pandemic has disrupted global production, causing a 4.9% and 5.2% contraction in Gross Domestic Product in 2020, respectively, due to macroeconomic risks and increased uncertainty. Long-term effects may include lower investment, human capital erosion, and disrupted global value chain linkages, particularly in economies reliant on remittance inflows, tourism, and global trade. The Philippines, which accounts for about one-tenth and seven-tenths of its GDP, is particularly vulnerable to the negative macroeconomic impacts of COVID-19. The crisis risks the labor market gains and prospects of workers, with temporary business closures and flexible work arrangements affecting around 2 million workers in over 83,000 establishments. The Philippine Statistics Authority reported an annual labor force participation rate of 61.3% out of the 72.9 million population aged 15 and over in 2019, with an estimated employment rate of 94.9%, unemployment rate of 5.1%, and underemployment rate of 14.0%. Employed persons are classified as full-time or part-time workers, with 68.8% of the total employed being full-time workers. Unemployment mainly consists of the 15 to 34-year-old age group, with more unemployed males (62.3%) than females (37.7%). 25.7 percent of the unemployed are college graduates, and 26.5 percent have completed junior high school. In the study of Sumitra Pokhrel and Roshan Chhetri (2021), as schools have been closed to cope with the global pandemic, students, parents, and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers, and health officials are doing their best to slow down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living spaces have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored. The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos, and YouTube links before the class. The online classroom time is then used to deepen understanding through discussion with faculty and peers. This is a very effective way of encouraging skills such as problem-solving, critical thinking, and self-directed learning. Virtual classroom platforms like videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, and WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, BigBlueButton, and Skype are increasingly being used.

The one-year period following graduation represents a significant transitional period for HE graduates: it is a period where investment choices in HE need to translate into early career outcomes congruent with choices and related career expectations. The initial transition to the labor market is one in which graduates must actively negotiate, apply some levels of agency, and develop and present their

identities as graduates to a range of important stakeholders, not least employers (Michael Tomlinson, Florence Reedy, Damon Burg, 2023). Early experiences of entering the labor market, including processes of further acquiring and then transferring knowledge, skills, and forms of career capital, are crucial to how successfully graduates can access sought-after jobs. Depleted labor market conditions during this key transitional period potentially destabilize such formations, making it harder to map out early employment trajectories. The post-COVID-19 world demanded each establishment to remodel digitally. This digitalization is taking place in India, but the overall speed of change has increased dramatically after the pandemic (Gupta, 2020). In the present times, due to the exceptional situation of COVID-19, the education pedagogy and mode of teaching-learning methodologies are to be changed overnight.

The conventional system, i.e., a combination of online and offline learning methods, is to be altered to a new system of teaching and learning that could support students by providing an appropriate online learning experience. There are numerous online platforms providing different programs with distinctive methodologies, evaluation outcomes, and certificates, but what is needed is an integrated learning system. Students registering in online learning courses have been rising dramatically, and this overall multiplying demand for online learning has been accelerated by various reasons, which include cost-effectiveness, the flexibility of time and place, the opportunity to attend classes digitally, space for performing different wide and varied works of day-to-day lives of adults, and a reduced amount of distraction in comparison to face-to-face learning (Anamika Sharma & Irum Alvi, 2021). Under the influence of COVID-19, employment has produced a lot of uncertainty, and college graduates are more and more confused and anxious about job hunting and waiting. If there is a persistent intolerance of uncertainty, it will undoubtedly bring negative effects on the individual's psychological and social adaptation. Research shows that there is a significant correlation between intolerance of uncertainty and the employment anxiety of college students. However, career planning is the future career development plan prearranged by the individual system. In the transition period from school to work, career planning can improve the adaptability of individuals under uncertainty. More importantly, career planning is negatively correlated with anxiety (Li Chen, Shuyu Zeng, 2021).

Therefore, it might have been important during the career transition period, especially during COVID-19. The study aimed to trace graduates of Northwestern University in BSA and BSBA from 2019-2023 of Laoag City. More specifically, the study aimed to describe the profile of the graduates and their employment status after finishing their program in 2019-2023, determining the school-related and work skill-related factors that affect the graduates. NWU contributes to the graduate's employability and promotion.

Literature Review

The review of the literature guides the readers to further point out the answers to the various research questions established by the researchers and has found relevant justifications for the findings and observations taken into consideration in the investigation.

Tracer studies

According to Reusia (2020), a tracer study is a practical process in getting reliable and quick inputs which ensures that the human capital from educational institutions is relevant and ready in the constantly-changing job market. Furthermore, higher education institutions are responsible for equipping students with advanced knowledge and skills which are relevant to their job positions. Thus, tracer studies' main goal is to collect essential information concerning the current status of graduates and to enable institutions to gain information about the possible deficiencies in instruction for future improvements. Brits & Steyn (2019) state that tracer studies evaluate the perceptions of graduates on their learning experience during their student years. These studies will improve an institution's understanding of student preparedness and graduate success. Although tracer studies have been used since the late 1980s and early 1990s there is, unfortunately, a dearth of research available for a variety of reasons, including fear that these studies may reflect negatively on the quality of a respective institution's provision of teaching and learning. This aligns with the observation that the publication of these studies may reveal institutional deficiencies. Graduate tracer studies gather information on the professional success of the graduates (i.e. are they employed or not), as well as on the relevance of knowledge and skills gained at the institution to fulfill their current roles in their places of employment. In addition, graduate tracer studies provide a means for graduates to assess their satisfaction retrospectively with an institution's curriculum and services.

Skills shortage

Pressure is increasingly placed on the higher education sector to promote socio-economic stimulation and growth by ensuring that the national workforce is highly skilled and internationally competitive. Brits & Steyn (2019) state that 'it has been widely acknowledged that higher education plays a significant role in human capital development and economic growth'. Of concern is the worldwide trend, also evident in South Africa, that the unemployment rate is higher amongst the youth than older members of society.

Employability

According to Brits & Steyn (2019), 'the interface between higher education and the world of work includes defining and understanding employability in relation to

graduateness, the argument against the notion of skills being associated with labor market requirements, and employer needs and expectations. The concept of graduateness can be viewed as attributes that graduates of an institution of higher learning own, as employable individuals that can contribute to a knowledge-driven society. Menez (2014) in her study on the status of MBA programs noted that all graduate schools in Batangas City complied with the standards of the Commission of economic forces, it is in this research, that Menez strongly recommended the need to strictly hire faculty at the graduate level. There is also a need to have a frame work in the actual business practice through realistic business cases in the conduct of research, field trips in business subjects, and plant tours.

Based on Corpuz (2020), higher education offers longitudinal systemic data on jobs and occupations, the essence of the job and related skills, and knowledge of their students' orientation and experience. Further, the Philippine Qualifications System requires department roles such as DepEd, CHED, TESDA, PRC, and DOLE to review learning requirements in basic education, technical skills growth, and higher education and in the coordination of licensing exams. This is essential to ensure that learners are introduced to career opportunities and, more specifically, work experience early in their college preparation and throughout. Dela Cruz (2022) reported that the graduates' achievement and realization of their specific goals and plans are crucial for assessing and upgrading training programs. Tracking of graduates has assisted Colleges and universities update the current subjective evidence—"because the graduates and their parents tell them they have succeeded"—with the "hard data" those external evaluators are increasingly seeking. To guard off intrusive state thrusts, all universities and colleges need to develop a system of acquiring "hard data" as evidence.

Research Framework

Theoretical Underpinning

One of the toughest challenges that nations have to face today is providing employment opportunities to an increasing population. This has been acutely so in developing countries wherein the rate of population growth far outstrips the job opportunities available in the economy. Mounting a drive to meet that challenge should come not only from the government but also from the private sector. Importance of job creation. Not only do jobs in the private sector provide employment opportunities for the members of the Labor force which endow them with purchasing power through the incomes they received as compensation for their contribution to the product but at the same time job creation is responsible for the so-called multiplier effect.

The birth of new manufacturing establishments, for instance, has helped bring about the use of raw materials that are Indigenous in the country and to a certain extent has contributed to the ability of the government to discharge its responsibility to the people which it seeks to serve through the taxes they pay. With the high incidence of employment rate, not to say, full employment, the aggregate purchasing power of the Labor force helps boost the economy through increasing production, since they are all consumers thereby resulting in the efficient use of the country's resources. Also, with more people gainfully employed, hours are put to productive use thereby affording little room for misdemeanors and criminality than when individuals have all the time for themselves. Labor must be made acquainted with all these gains that partly accrue to their interests. And so, they have a moral obligation to insure the continuous operation of the business establishment if only for their own sake and not those of the owners of the business alone. Any closure or contraction of business operations affects labor interests and the economy as well. Further, tracer studies have provided the information needed to reform educational programs to bring about the match between the requirements of the employment world and study.

Surveys do have their disadvantages for it is sometimes difficult to locate graduates and let those complete questionnaires. Schomburg (2007) warns that graduates might not always be able to identify the relationship between the knowledge acquired during the study and their professional lives and that research findings are valuable inasmuch as planners can turn the findings into concrete reforms. However, the main purpose of this paper was for the researchers to investigate the employment status of the graduates and determine what percentage of the graduates had acquired their first job after they graduated. The concepts that the researchers had to indulge in were to look at the graduates' important profiles and to assess whether or not these profiles had satisfied their expectations so that whatever results they could account for would be a good venue for curriculum enhancement as well as institutional development.

Research Paradigm

Conceptual Framework

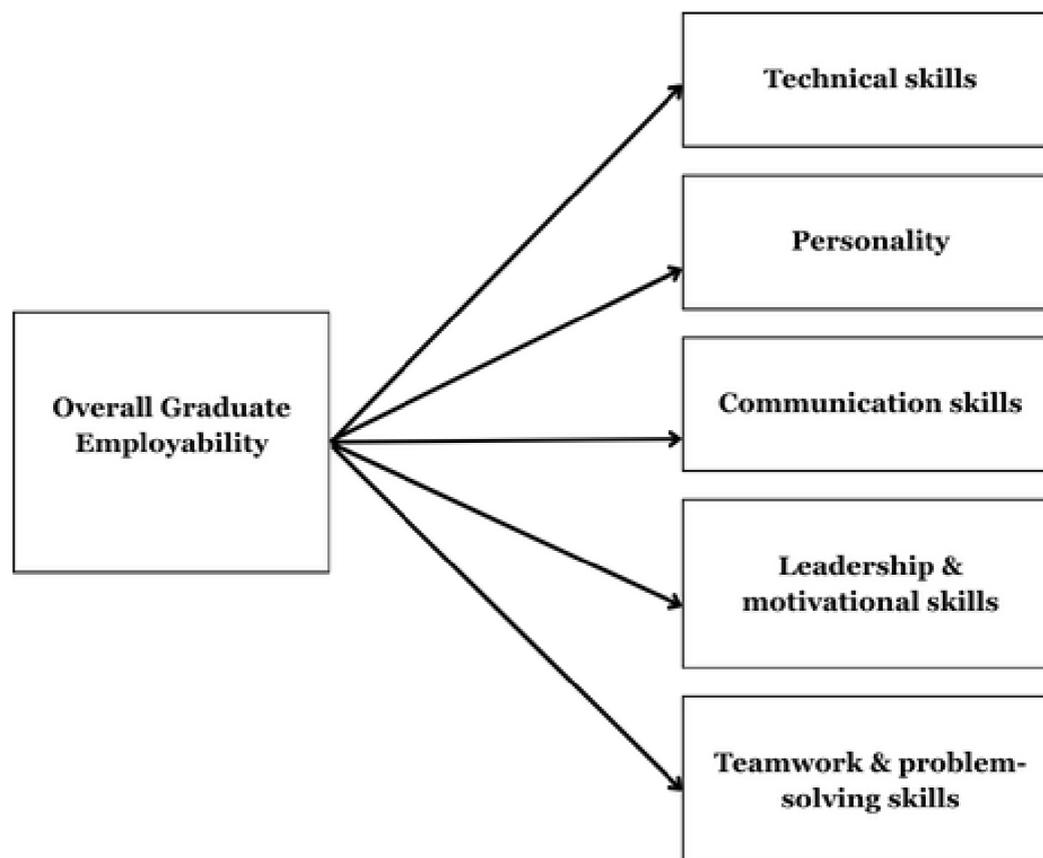


Figure 1. Research Paradigm

This study used the employability model as the conceptual benchmark. The concept draws a line between employment and employability. Being employed means having a job and being employable means having the qualities needed to maintain a job and progress at the work place. Figure 1 shows the schematic employability model. The model builds on that educational systems shape the matching of people to jobs. To match people to a job, they should have acquired knowledge and skills that are required by employers. (Bolaane, Chuma, et. al, 2010).

Research Problems

The study focused on tracing the graduates of the College of Business Education. It answered the following questions:

1. What is the demographic profile of the respondents in terms of;

- a. Gender;
- b. Age;
- c. Civil Status;
- d. Year Graduated;
- e. Course Graduated;
- f. Duration of finding a job since obtaining a degree from NWU?

2. What are the work statistics of graduates?

3. What is the level of skills of the graduates in terms of;

- a. Technical skills
- b. Personality

-
- c. Communication skills
 - d. Leadership and motivational skills
 - e. Teamwork and problem-solving skills

Methodology

This part of the study discusses the research design, participants, data collection, and data analysis. Moreover, ethical considerations were also tackled.

Research Design

The researchers utilized a descriptive quantitative approach. The study's approach was considered suitable since the objective was to track graduates' associated employment characteristics and examine the relevance of the graduates' acquired skills, competence, and values, as well as the university's curriculum program on their employment.

Participants of the Study

The study was conducted at Northwestern University with their respective Bachelor of Science in Business Administration and Bachelor of Science in Accountancy graduates as the respondents. The researchers obtained 194 out of 388 graduates. Specifically, the researchers have chosen 179 graduates and 15 employers. To select the respondents the researchers have used simple random sampling.

Research Instrument

The questionnaire of this research was adapted and adjusted to suit our research from these two titled "A tracer study on employability of business and economics graduates at Bahir Dar University" (Zelege Siraye, Tiruneh Abebe et.al, 2018) and "Tracer Study and Employability Skills Acquisition of Teacher Education Graduates" (Ulanday, 2021) both studies were taken from Google Scholar. The researcher used a survey questionnaire on Google Forms as the primary tool to collect the data that will be necessary for our research. Some parts of the questionnaire were modified to transform the items in order to align them with the objectives of the study. The questionnaire comprised two different questionnaires for the graduates and for employers, exclusively closed-ended items, and was structured into the following sections: For the graduate's questionnaire part I focused on gathering information about the respondents' profiles, encompassing details such as age, email address, contact number, date of birth, gender, civil status, graduation year, course, current address and duration of finding a job since obtaining a degree from Northwestern University. Part II looked into the graduate's employability status, which comprises current employment status, occupation, time elapsed since first job, job levels, and reason for unemployment. For the employer's questionnaire part I focused on gathering information about the employers' profiles,

encompassing details such as age, email address, contact number, date of birth, gender, civil status, and current address. Part II focused on what employers need in terms of the skills of COBE graduates.

Data Gathering Procedure

Before making a start on data collection, the researcher has taken a lot of prep measures to obtain approval from the Research Ethics Committee on ethical considerations. This means that the research conducted is done ethically and protects the rights and welfare of all the study participants involved in the study. Written approvals have been acquired from the head of the Higher Education Institution where the study will be conducted before the start of the study. A letter request was sent to the office of the registrar of the campus to ask for the list of the graduates' batches from 2019 to 2023.

Personal distribution, telephone/cellphone connections, email addresses, and Facebook messaging with letters informing the graduates of the study's purpose and requesting their involvement were all used to distribute the survey questionnaire. Voluntary participation of identified students' respondents was ensured. Also, for the ease of answering the online questionnaire, the researchers employed the Google form.

Data Analysis

The data were classified, tabulated and coded for analysis. The following statistical tools were employed frequency percentage, ranking, and weighted mean. Furthermore, the results were analyzed and interpreted using the Likert scale below:

Points	Scale Range	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

Ethical Consideration

The researchers have systematically addressed the ethical concerns that emerged during the research process. This included ensuring participants were given an opportunity to read through and sign the informed consent form, validating their volunteering in participation in the study.

Additionally, the researchers ensured no harm came either to the individuals or to any organization in conducting the study. The research objectives will be clearly understood and well discussed with the respondents who shall give consent before data collection. The researchers shall create active participation whereby, respondents are free to withdraw at any stage in the collection of data. Any question by the respondents shall be responded to fully and honestly.

The researchers commit to understanding the meanings that the respondents give to their statements during the entire research period by offering the optimum service and confidentiality to improve the study's outcome. The researchers ensure that participants benefit from the findings of the study as well as learn more about the educational process, all this while being protected from physical, psychological, or emotional harm. Informed consent includes an agreement between the researcher and participant, providing information to the participants at a level they could understand, and allowing the participant to withdraw, ask questions, and decline questions that are upsetting. Risks and benefits of the study include issues of privacy, the possibility of emotional or psychological impact, unintended consequences that may arise from research findings, and the risk of stigmatization with sensitive topics but also offered benefits from the same study. Participants may discover their input to knowledge in a given field, reflect on themselves, and even be offered interventions or services. To ensure that participants' identities are not revealed to anyone other than researchers, each participant is assigned an identification number known only by scholars. The data are kept in a locked cabinet, and therefore experiences by participants are kept confidential. Participants are informed that they can withdraw from the study at any time if they feel uncomfortable. A notification of this is given right before data collection begins.

All data have been systematically discarded upon the completion of the research, in accordance with recognized data management protocols that emphasize confidentiality and privacy standards.

This dedication to the disposal of data highlights our commitment to protecting the privacy and confidentiality of the personal information of participants. The report confirms that the researchers have no financial, family, or proprietary conflict of interest related to either the investigator or the study site, therefore ensuring equitable and fair treatment. As a measure of safeguarding vulnerable groups, certain individuals will be excluded from enrollment in the study on purpose, including elderly patients, pregnant women, Aboriginal peoples, homeless persons, and terminal illness patients or those who are deemed ill and impoverished. Upon obtaining respondents, research advisors were contacted to secure permission for participation. Researchers have transparently addressed questions from respondents and obtained written informed consent before data collection, utilizing an interview guide for safety. Respondents were consulted regarding their preferred interview times. Furthermore, the subjects do not have any conflict of interest since they are former students whose opinions are anchored on their past experiences with the university. This makes part of the difference in the integrity and neutrality of the outcomes of this study.

Results

This chapter explains the results obtained from the data gathered by the researchers. This includes the demographic profile of the respondents, the work statistics of graduates, and the level of skills of the graduates.

Table 1a. Profile of the Respondents

	Graduates (n=179)		Employer (n=15)	
	f	%	f	%
Gender				
Male	57	31.84	8	53.33
Female	122	68.16	7	46.67
Age				
Below 27 years old	152	84.92	8	53.33
27 – 37 years old	27	15.08	4	26.67
38 – 48 years old	0	0	2	13.33
49 – 59 years old	0	0	1	6.67
60 & above	0	0	0	0
Civil Status				
Single	159	88.83	14	93.33
Married	20	11.17	1	6.67
Widowed	0	0	0	0

It gleamed in table 1a, the profile of the respondents, on the aspect of sex, most of the respondents were female, with a frequency of 122 or 68.16 %, while there were 57 31.84 % males. On the aspect of age, there were 152 or 84.92 % of respondents with ages ranging below 27 years old; 27 or 15.08 % with ages ranging from 27 to 37 years old; while there were no respondents with ages ranging from 38 and above. The table above shows the civil status of the graduate–respondents. Notably, the majority of the respondents, or 159 or 88.93 % were still single.

Table 1b. Profile of Graduates (n=179)

Graduates	f	%
Year Graduated		
2019 – 2020	44	24.58
2020 – 2021	16	8.94
2021 – 2022	65	36.31
2022 – 2023	54	30.17
Course Graduated		
BSBA	107	59.78
BSA	72	40.22
Duration of finding a job since obtaining a degree		
NA/Unemployed	38	21.23
Weeks	22	12.29
Months	69	38.55
years	50	27.93

The table 1b shows the year of graduation, course, and the period it took graduates to get employed. Most respondents graduated in SY 2021–2022, followed by SY 2022-2023, with 36.31% and 30.17%, respectively. A majority of them completed a BSBA, with 59.78%, while 40.22% completed a BSA. In terms of employment, 38.55% found a job within months, 27.93% within years, while 21.23% were still unemployed.

Table 2. Job Information

	f	%
A. How did you come to know your current job?		
Relatives	55	30.73%
Friends	29	16.20%
Social media	22	12.29%
Advertisements	7	3.91%
Government Program	4	2.23%
OJT	2	1.12%
Self-employed	7	3.91%
Unemployed	38	21.23%
Others	15	8.38%

Table 2 shows how graduates found their current jobs, whether the jobs have relevance to the degree, and whether the graduate was technically prepared to work. Relatives were the highest percentage of those who informed the graduates about the job (30.73%), followed by friends (16.20%) and social media (12.29%). A majority, 67.04%, reported that their current jobs were related to their degree, while 72.07% stated that their education provided the technical know-how required for their jobs. Notably, 21.23% of respondents remain unemployed, aligning with challenges in the job market identified in earlier tables.

Table 3. Level of Skills Acquired by Graduates Evaluated by the Employer

Indicators	M	VI
A. Technical Skills		
Uses common media and technology terminology and equipment in the workplace.	3.4	SA
Navigate and utilize email and communication tools effectively.	3.4	SA
Creates and edits documents, spreadsheets, and presentations.	3.67	SA
Demonstrates proficiency in using industry-specific software or tools.	3.27	SA
Keeps familiar with emerging technologies relevant to the field.	3.27	SA
Demonstrates basic troubleshooting skills for computer-related issues.	3.4	SA
Composite Mean	3.4	SA
B. Personality		
Enjoys working independently and is self-motivated.	3.4	SA
Enthusiastic and positive about work.	3.6	SA
Open-minded and receptive to new ideas	3.67	SA
Patience, especially in challenging or stressful situations.	3.6	SA
Proactive in seeking feedback for personal and professional development.	3.6	SA
Calm under pressure and can handle stress effectively.	3.4	SA
Composite Mean	3.54	SA
C. Communication Skills		
Capable of communicating in speech and writing.	3.53	SA
Obtains and conveys workplace information.	3.47	SA
Works well in groups to achieve a goal.	3.4	SA
Shows respect for other people and their ideas.	3.8	SA
Listens attentively to instructions and follows orders as instructed.	3.4	SA
Provides timely and accurate feedback for any work assigned.	3.53	SA
Composite Mean	3.52	SA
D. Leadership		
Comfortable taking the lead and making decisions in a group setting.	3.47	SA
Effective in delegating tasks to team members based on their strengths.	3.4	SA
Take responsibility for both successes and failures within my team.	3.53	SA
Actively seek and value input from team members in decision-making.	3.47	SA
Providing constructive feedback and coaching to team members.	3.27	SA
Adapting different leadership styles to different situations and individuals.	3.33	SA
Composite Mean	3.41	SA
E. Motivational Skills		
Recognizing and acknowledging the contributions of others.	3.67	SA

Seeks ways to boost team morale and motivation.	3.53	SA
Aligning individual goals with the overall objectives of the team.	3.47	SA
Set challenging yet achievable goals for myself and my team.	3.4	SA
Create an inclusive and supportive environment that fosters motivation.	3.4	SA
Regularly communicate a compelling vision to inspire others.	3.33	SA
Composite Mean	3.47	SA
F. Teamwork		
Collaborate effectively with team members to achieve common goals.	3.53	SA
Actively contribute ideas and insights during team discussions.	3.33	SA
Adaptable and can easily integrate into different team dynamics.	3.6	SA
Ability to communicate openly and constructively within a team.	3.33	SA
Take on various roles within the team based on the needs of the project.	3.53	SA
Value and appreciate diversity within a team.	3.47	SA
Composite Mean	3.47	SA
G. Problem-solving skills		
1. Skilled at analyzing complex problems to identify their root causes.	3.33	SA
2. Effective in brainstorming and generating creative solutions.	3.2	A
3. Comfortable taking calculated risks in problem-solving situations.	3.53	SA
4. Ability to make sound decisions in challenging situations.	3.6	SA
5. Effectively manage and prioritize tasks when faced with multiple problems.	3.47	SA
6. Breaking down complex problems into manageable components.	3.4	SA
Composite Mean	3.42	SA
Overall Mean	3.46	SA

Note: 1:00 – 1.75 = Strongly Disagree (SD); 1.76 – 2.50 = Disagree (D); 2.51 – 3.25 = Agree (A); 3.26 – 4.00 = Strongly Agree (SA)

Table 3 shows that the overall technical skills of 3.40 were rated “Strongly Agree” by the employers. The highest among the skills is to create and edit documents, spreadsheets, and presentations with a mean of 3.67. On the other hand, the ability to demonstrate proficiency in using industry-specific software or tools and keep familiar with emerging technologies relevant to the field has appeared at the bottom with a mean of 3.27.

For the level of skills on personality, the ability to be open-minded and receptive to new ideas ranked highest with a mean of 3.67 interpreted as “Strongly Agree”. The ability to enjoy working independently, be self-motivated, calm under pressure, and handle stress effectively has the lowest mean of 3.40 although interpreted too as “Strongly Agree”. Hence, COBE has provided the alumni in these studies with “Strongly Agree” skills on personality.

With regards to the level of skills on communication, it shows that 3.52 was rated “Strongly Agree” by the employers. The ability to show respect to other persons and their ideas is noted highest with a mean of 3.80. Conversely, working well in groups to achieve a goal listening attentively to instructions, and following orders as instructed gained the lowest mean of 3.40. Consequently, this study has proven that COBE employers have developed the communication skills of the employers of 2019-2023 as “Strongly Agree.”

The level of leadership skills and the ability to take responsibility for both successes and failures within their team earned a mean of 3.53. Conversely, the ability to provide constructive feedback and coaching to team members garnered the lowest mean of 3.27. Nevertheless, this study has shown that all other leadership skills have an overall mean of 3.41 interpreted as "Strongly agree". Therefore, the study findings confirmed that between 2019 and 2023, COBE indeed utilized its leadership ability effectively.

Concerning the extent of teamwork abilities, the ability to adapt and easily fit into different teams' dynamics had the highest mean rating at 3.60. On the other hand, the ability to actively contribute ideas and insights during team discussions, as well as the ability to communicate openly and constructively in a team, scored the lowest average rating at 3.33.

Problem-solving skills, where the ability to make sound decisions in challenging situations, had gotten a score of 3.60. Conversely, the ability to effectively brainstorm and generate creative solutions garnered the lowest mean of 3.20 and this is the only one of the employers that were rated with "Agree."

Discussions

The results indicated that the curriculum of Northwestern University, College of Business Education is aligned with the industry because of the different skills they have learned and the evaluated skills by the said employers of the graduates which align with the current skillsets needed in their workforce.

This study sought to characterize the job status of graduates upon program completion in 2019–2023, identifying the elements connected to education and work experience that influence the graduates' employability and progress at NWU. As mentioned by Gines (2021), the tracer study is an assessment tool to measure the relevance between university and work.

The demographic profile of the respondents made it clear that, when it pertains to gender, most of the graduates are female. Regarding age, almost all of the respondents had ages between 27 and 37 and there was not a single respondent with an age between 38 and above. The graduate respondents' civil status is displayed in the table above. Significantly, almost all of the respondents were still unmarried. Similar to the study, most of the graduates for SY 2006 to SY 2011 are females and single, the majority of whom are in the field of business and entrepreneurial technology, particularly financial management, a few in education, and very few in arts and sciences (Ramirez, et al. 2014).

On employment data, the report provides a summary of demographic and

occupational profiles of graduates, which furnish useful insight into what graduates experience after their graduation. From the report, it is observed that most graduates graduated in the academic year 2021-2022, and the following graduations took place in the years 2022-2023, 2019-2020, and 2020-2021. This distribution emphasizes the various durations of degree completion among the surveyed graduates, with recent groups being particularly well represented in the study. According to the paper of Macatangay, among the job placement profile of the respondents, the majority of the respondents were gainfully employed, the work they acquired is related to the course completed, the length of time in searching for a job is one to six months and stayed in their first job in one or two years. One or two years on their job enable them to work with their colleagues, apply their knowledge and skills, and develop their confidence to further cultivate, nurture, and foster their skills. One of the main reasons for not getting their job easily is because of lack of work experience.

When it comes to finding a job, work experience is a strong requirement if not the most valuable asset. Employability or work-readiness tops the list of potential employers (Macatangay 2013).

In terms of academic courses, Business Administration (BSBA) emerged as the most popular, with the majority of graduates studying it, followed by Accounting (BSA). The significance of Business Administration demonstrates the popularity and relevance of management-related degrees in training students for a variety of job options in business and associated industries. Examining the duration of the job search after graduation reveals significant trends among respondents. A sizable majority said it took several months to find work, reflecting the average transition period from graduation to full-time employment. Furthermore, a significant proportion of graduates reported a job search length of a year or more, indicating obstacles in the employment market that some people face. Furthermore, a significant proportion of graduates were either unemployed or did not identify their job-seeking status, indicating possible areas of concern for post-graduation outcomes.

Related to this study's findings, the employability status of teacher education graduates was extremely favorable. The graduates chose the education-related program as their university degree as influenced by their parents and good academic performance in high school. Most of the graduates the majority of them took 1 to 6 months to get their first job, and the primary reason for leaving their first job was salary and benefit considerations (Cornillez, 2021).

Based on the obtained findings of the level of the skills of the employers, most of the respondents strongly agreed to graduates' skills and abilities that could be included in programs. Personality, communication, and teamwork were the top three relevant skills. Due to the current standard of job performance in the field,

employers felt that these abilities were useful in the market. While technical skills relevance has the least usefulness out of the seven other skillsets of the COBE graduates, the skill to create and edit documents, spreadsheets, and presentations, which most of the graduates in 2019–2023 work in offices where they focused on doing paper and other computer. Finally, Effective brainstorming and generating creative solutions in Problem-solving skills had the lowest individual mean which means that generally graduates follow a system provided by the company or by the employers that undertakes the individual's creativity. Likewise, the paper about the improving undergraduate programs and the degree programs that students pursued helped improve their skills and their employment status.

These are manifested by the high percentage of respondents whose degrees are highly related and relevant to their current jobs; that a number of skills they learned are found useful in the performance of their jobs, and that they have regular and/or permanent items (Cuadra, 2019).

In light of the findings, there is a need to upgrade the school facilities particularly classrooms and comfort rooms to meet global standards. This includes the provision of internet access to the classrooms used when students come for the campus-based sessions. Accommodation facilities in the campus including the quality of service should be improved so that the students enrolled in the blended programs do not need to stay elsewhere.

Finally, tracer study is important because it helps in enhancing the employability of graduates by understanding their employment status. It also provides a steady track of the graduate's overall employment and how employable the graduates of the College of Business education are in the workforce by the need of the employers.

Conclusions

This study sheds light on the job situation and demographic features of Northwestern University (NWU) graduates from 2019 to 2023. The study of respondent profiles revealed that the majority of graduates are female, with the majority aged 27 or younger. The majority of respondents were single, which could indicate millennials' focus on career advancement. Business Administration (BSBA) emerged as the most popular course of study among graduates, demonstrating the importance of management degrees in educating students for a variety of job pathways. The job information illustrates the difficulties graduates have in finding work, with the majority requiring several months and others facing longer job search periods. Despite these problems, a majority of graduates stated that their present positions are connected to their NWU degrees, showing a perceived alignment between education and work.

Employers pointed out the importance of skills like personality, communication, and teamwork, underscoring their value in the employment market. Looking forward,

educational institutions like NWU can use these findings to improve curriculum design and career development activities to guarantee graduates possess the skills and qualities required for successful employment outcomes. Future research may look into other factors that influence graduates' career readiness and employability, aiding in improving solutions for closing the education-to-workforce division.

Implications and Future Research Directions

The implications of conducting specialized tracer studies aimed at College of Business Education graduates and their employers are significant for enhancing graduate outcomes and strengthening the link between academics and the workforce. These research findings can improve graduates' employability by informing curriculum updates that align with industry demand, building strategic collaborations with businesses, and modifying institutional policies to suit changing workforce needs. Students can benefit from this research by becoming more aware of employment expectations and strengthening their career-planning abilities. Future research should include long-term analyses that follow graduates' career paths, employer feedback within universities, and in-depth assessments of industry-specific skill gaps. Furthermore, investigating the impact of work-integrated learning programs and cross-sector collaborations on graduate employability might help to deepen understanding and inform educational approaches to growing workforce concerns. By pursuing these research directions, students and researchers can contribute to evidence-based practices in higher education and promote effective strategies for preparing graduates for successful transitions into the workforce.

Limitations of the Study

The graduates of the College of Business Education and their employers were the main subjects of this study. It is important to recognize the limitations and other factors and variables that may affect the outcome of the study. One of the limitations of the research study is that the study's use of self-reported measures to assess graduates' skills and employer expectations may not fully capture actual workplace competencies or employer needs. Self-reported data can be biased and might not accurately reflect the nuanced skillsets required by employers. Another is that the study is constrained by a limited employer perspective, as feedback was gathered from only a few employers, potentially overlooking the diverse perspectives and hiring requirements within industries seeking COBE graduates. Additionally, the study's skill assessment methodology relies on self-reported measures from graduates and employers, which may not fully reflect actual workplace competencies or employer needs. Furthermore, the presence of a significant proportion of unemployed graduates and non-respondents who did not engage in the survey questionnaire raises concerns about the representativeness of the employed graduate sample. Lastly, the study faced challenges in locating and reaching certain respondents, especially those who graduated early on and those who are already outside of Ilocos Norte. This difficulty may have affected the representativeness of the sample and introduced potential biases in the study's

findings. Lastly is the difficulty in finding employment, other of the factors responsible for the difficulty in finding employment may be the mismatch between the skills acquired by graduates while at university and the skills acquired by the industries. This study lacks specific attention to this problem, and a future tracer study will focus on these important points.

Recommendations

Researchers recommend making career orientation seminars mandatory for all graduating students. These seminars will serve as critical venues for providing thorough information and resources suited to each student's professional goals. The lectures will go over important topics like resume writing, interview skills, networking strategies, job search techniques and other important things moving forward.

Researchers recommend doing tracer study of graduates every other school year so that more educational institutions can follow graduates' employment status, industry placements, job responsibilities, and wage levels. This data sheds light on the success of academic programs in preparing students for the workplaces. Institutions can assess the strengths and limitations of their curriculum, teaching methods, and career development programs.

Researchers recommend the department further evaluate and modernize its curriculum offerings to promote increased skills and competencies. This includes the implementation of development programs focused on technical expertise and leadership, which were rated the lowest by the employers.

The researchers suggest upgrading school facilities, including classrooms and comfort rooms, to meet global standards, including internet access for foreign students, and improving accommodation quality for blended programs.

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SKILL APPLICATION IN THE REAL WORLD: ANALYZING THE COMPETENCIES OF COBE GRADUATES S.Y. 2015 -2019

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Abstract

This study aimed to trace the graduates, "SKILL APPLICATION IN THE REAL WORLD: ANALYZING THE COMPETENCIES OF COBE GRADUATES SY: 2015-2019". It also determined their sex, age, year graduate, civil status, employment data, employment status Occupation, occupational Sector, Place of work, Job level position, reasons for being unemployed, What competencies and skills learned in BSBA and BSA the graduate respondents acquired as to Information, Media and Technology, communication skill, Problem-Solving Skill, Life and career skill, professional competencies, learning and innovative Skill, digital age literacy skills, decision-making skills, and lastly is what strategic recommendation to improve the curriculum of BSBA and BSA graduates. It also figures out the relevance of the programs, how the competencies and skills based on 21st-century skills contributed to their present job and their suggestion for improving the curriculum. Along the profile of the respondents, the majority are female, graduated in 2019, and are single, and in terms of employment status, most of the graduates in SY: 2015-2019 are employed. Most graduates who work in the private and government sectors in different places prefer to work here in Region I. Some graduates are unemployed because of a lack of skills, especially in technology skills. However, they need training, seminars, enhancing technology skills, and exposing the BSBA and BSA in real work, especially when they go on their OJT. The foundational courses contributed much to their present job, competencies, and skilled-based and 21st-century skills. The respondents suggested updating references and instructional materials, more technology subjects, more training and seminars, improving students' communication skills, more job fairs, and making the students competitive in the market by providing them with opportunities to have different certificates.

Keywords: skill application, competencies, tracer, technology

Introduction

Pre-pandemic skills are abilities that students need to acquire and develop to succeed in the 21st century. It includes learning skills, literacy skills, and life skills. Learning skills include critical thinking, creative thinking, collaborating, and communicating. Literacy skills consist of information literacy, media literacy, and technology literacy. On the other hand, life skills comprise flexibility, initiative, social skills, productivity, and leadership. According to Stauffer (2020), another set of 21st-century skills: critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, literacy, initiative, productivity, and social skills were pointed out by Stauffer (2020). He further stressed that these skills would enable students to keep up with the fast pace of today's modern labor market. Understanding the realities of today's academic world, universities must do more than teach students. They must also support a competitive economy and ensure that graduates can fulfill their dreams of working in their chosen fields and becoming well-known and successful members of society.

On the other hand, one of the primary causes of underemployment and job-seeking challenges is graduates' incapacity to fulfil employer demands for skills and abilities. The University graduate tracer study provides the desirable information as to what is happening to our new graduates when they join the world of work. It is equally important to find out how adequate our institution provides the training in the overall performance of their career life and the extent by which the knowledge, communication, and other skills have been developed. This tracer study also provides valuable information for evaluating the results of an institution's education and training, thereby serving as a basis for future planning activities. In its pursuit of academic evidence, Northwestern University aims to produce graduates with a robust value system, sufficient knowledge, and skills to bring out the best in them to become locally and globally competitive and excel in their fields. To carry on this mission, Northwestern University is continuously re-evaluating and re-examining its program offering by getting feedback from industry graduates to address the needed skills and competencies. In 2019, career reinvention was leveraged to save jobs and ensure business continuity in readiness for the post-pandemic era. According to the study by Raimi, L., & Kah, J. M. (2022), while employers used the entrepreneurial orientation (EO) to keep their firms afloat and achieve their bottom line, employees used the entrepreneurial mindset (EM) as a resilience strategy to generate new employment and save existing ones. Some of the EM traits employees displayed in the 20 multiple cases reviewed were high energy, innovativeness, vision, passion, and team building. Other characteristics included perseverance, determination, opportunity orientation, internal center of control, tolerance for ambiguity, drive to succeed, and calculated risk-taking.

The Tracer study aims to know the skills needed in the labor market post-pandemic to compare pre-pandemic and post-pandemic job qualifications and job specifications of the BSBA and BSA graduates. The labor market for BSBA graduates has seen significant changes from the pre-pandemic to the post-pandemic era. According to Joyce, R., Postel-Vinay, F., Spittal, P., & Xu, X. (2022), Pre-pandemic, the labor market was relatively stable with BSBA graduates having a wide array of opportunities in various sectors such as finance, marketing, human resources, and operations. Unemployment rates were low, and there was a high demand for business administration skills. Post-pandemic, the labor market has become more volatile. Many companies have downsized or even closed, leading to higher unemployment rates. However, it's not all gloom.

The pandemic has accelerated the digital transformations of numerous firms and led to an increased demand for skills in digital marketing, e-commerce, data analysis, and remote team management. So, while there may be fewer traditional job opportunities post-pandemic, there are new emerging fields where BSBA graduates can apply their skills. It's a different landscape, but with adaptability and a willingness to learn, BSBA graduates can still find rewarding careers.

Literature Review

Tracer Studies

According to Schomburg (2007), graduates might not always be able to identify the relationship between the knowledge acquired during the study and their professional lives, and research findings are valuable since planners can turn the findings into concrete reforms. The model of Scheerens (1998), known as "School effectiveness," has five alternative criteria to determine the effectiveness of a school: productivity, adaptability, involvement and satisfaction, continuity, and responsiveness. Productivity considers the output or graduate of a university as an effect of the institution process. They are described in terms of quality and quantity or how well they can meet the number and type of skills needed by the industry. Adaptability as a parameter means that the organization constantly exchanges with the environment. It should adapt to it in terms of its objectiveness, resources used, and stakeholders' satisfaction. . According to Obando and Shisania et al. (2013), as Gayodan et al. (2017) pointed out, a tracer study about graduates is essential to understand the quality and relevancy of university curricula and the labor market. Demands arise for factual information about the professional applicability of higher education study programs using the graduate tracer study. One fundamental problem of education and training is that they must aim at societies' current and future needs undergoing social and economic change.

Therefore, education and training cannot be planned to static specifications but must be designed flexibly within the dynamic process. It is and must always remain

capable of change. It must also be ensured that the country's specific circumstances in question are considered. Education and training are made effective and efficient to make the best possible use of scarce resources Schomburg (2003).

Employability

A study by Misra & Khurana (2017) seeks to find out the expertise needed to improve the workers, and recent graduates' employability investigates theoretical employability concepts and models to determine gaps between the skills and knowledge taught in universities, in addition to the knowledge and abilities firms consider when recruiting. The result is an urgent need to change or transition from rote learning practices to reflective learning since only one-third of students entering the labor market can meet the requirements established for employment by businesses. Because of their poor employability, the country will face significant skill shortages. Giampiero Passaretta (2015) suggests which institutional circumstances job experience may be a competitive advantage for young graduates by studying the relationship between work experiences gained during higher education and post-graduation labor market performance. The findings indicate that academic competencies and practical skills are more closely aligned with what companies are looking for. According to Corpuz (2020), higher education offers longitudinal systemic data on jobs and occupations, the essence of the job, and related skills and knowledge on their student's orientation and experience.

Skill needed

According to Krylova, L., Prudnikova, A., & Sergeeva, N. (2021), the skills needed in the pre-pandemic Era are Information Media Technology offers diverse career opportunities in media organizations, advertising agencies, technology companies, educational institutions, and more. It takes combining skills in Technology, creative skills, and in-depth knowledge of media and technological trends. Information media technology professionals must stay current on the newest innovations, market trends, and industry best practices as the area develops. . Flexibility and always learning are essential for succeeding in this fast-paced and fascinating industry. It was concurred by the study of Reddy, B. V., & Gupta, A. (2020) that before the pandemic, communication skills were highly valued in various aspects of Life, including the workplace, education, and personal relationships.

Effective communication was essential for conveying ideas, collaborating, and building strong connections. While the pandemic has shifted communication to more virtual platforms, these communication skills remain essential. However, the emphasis on virtual communication, written communication, and active listening has increased as remote work and online interactions have become more prevalent. Strong communication skills continue to be valuable in navigating personal and professional relationships, regardless of the circumstances. According to Cukier, W., McCallum, K. E., Egbunonu, P., & Bates, K. (2021). Problem-solving skills were

highly valued in the pre-pandemic era, as they are essential for overcoming challenges, making informed decisions, and driving innovation. While the pandemic has brought about new and unique challenges, problem-solving skills remain highly relevant. The Ability to adapt problem-solving approaches to changing circumstances and leverage Technology for virtual collaboration has become increasingly important. Improving one's Ability to solve problems is beneficial in both personal and professional settings since it helps people overcome obstacles, make effective decisions, and contribute to positive change. Silver H. (2023) states that life and career skills were highly valued in the pre-pandemic era, as they provided individuals with the tools and abilities to navigate their personal and professional lives successfully. While the pandemic has brought about new challenges and changes, these life and career skills remain relevant. The pandemic has emphasized the importance of adaptability, resilience, and digital skills in navigating the evolving professional landscape. Developing and honing these skills can contribute to personal and professional success, regardless of the circumstances. They provide individuals with the foundation to thrive, overcome challenges, and seize opportunities in their personal and professional lives. Professional competencies refer to the skills, knowledge, and attributes individuals must apply professionally. These competencies are essential for effective job performance. They can include soft skills, problem-solving abilities, technical skills, leadership skills, project management skills, communication proficiency, and other qualities relevant to a specific profession or field. Developing these competencies is crucial for success and improvement in the workplace. Learning and innovative skills were highly valued in the pre-pandemic era, as they allowed individuals to adapt to changing environments, stay ahead in their fields, and drive progress. While the pandemic has brought about new challenges and changes, learning and innovative skills remain highly relevant. The pandemic has accelerated the need for individuals to adapt, learn new technologies, and find innovative solutions to navigate the changing landscape.

Continuously developing and honing these skills can contribute to personal and professional success, foster a culture of innovation, and drive positive change in various fields and industries. According to the study by Marston, H. R., Shore, L., & White, P. J. (2020), Digital age literacy was becoming increasingly important in the pre-pandemic era as Technology continued to advance and shape various aspects of our lives. It encompassed the skills and knowledge needed to navigate and utilize digital technologies effectively. While the pandemic has accelerated the need for digital literacy, these skills were already highly relevant in the pre-pandemic era. They are essential for individuals to navigate the digital age effectively, engage in online activities safely, and leverage digital technologies for personal and professional growth. According to Jemini-Gashi, L., & Kadriu, E. (2022), Decision-making skills were highly valued in the pre-pandemic era, as they played a crucial role in personal and professional contexts. Effective decision-making involves assessing options, evaluating information, and choosing the best action. While the

pandemic has brought about new challenges and uncertainties, decision-making skills remain crucial. The Ability to make informed decisions, adapt to changing circumstances, and navigate complex situations has become even more important in the current landscape. Developing and honing these skills can contribute to personal and professional success, allowing individuals to make effective decisions, solve problems, and drive positive outcomes in various aspects of Life. Bitanga's study (2015) showed that the respondents were licensure examination passers. It said that the three competencies deemed very useful in their present job were communication and critical thinking skills. It was concurred by the study of Del Amen and Pungtilan (2014). They discovered that the competencies and skills useful for the College of Engineering, Architecture, and Technology are critical thinking, information technology, problem-solving, human relations, communication, and entrepreneurial skills. In her study, Pe Benito (2013) revealed that the graduates acquired almost all the competencies and skills needed in their work, such as communication skills, self-management skills, and personal attributes from their program. Most of them were employed.

Research Framework

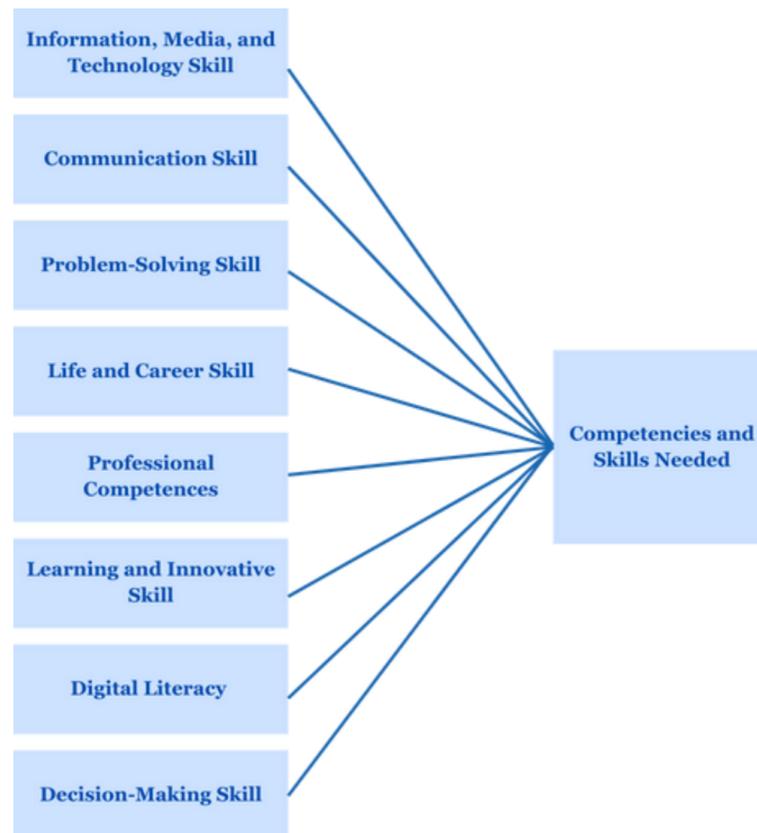
Theoretical Underpinning

The Curriculum Theory

This tracer study is grounded on the theory that a relevant curriculum contributes to a learner's success. As postulated by John Dewey (1859-1952), the curriculum theory finds its way in this study. Curriculum theory states that the curriculum should produce students who deal effectively with the modern world. The curriculum includes the child's preconceptions and incorporates how they view their world. Therefore, its primary purpose is to ensure continuity between family, Life, work training, and professional integration and to capitalize on the teacher as a member of society. Considering the school is the education provider, it must offer a curriculum relevant to the community and produce graduates who will contribute to social progress. In this light, the study was designed to determine the work conditions of graduates and the kind of curriculum they had. The theory used in the study is the curriculum theory. The researchers used curriculum theory because it is the most related theory in our research. Curriculum theory helps graduate students compete in the current situation of our labor market. The curriculum theory helps the student improve their views in the pre-pandemic situation. The researchers use the curriculum theory in the study to conduct or enhance the competence and skills needed of the graduates.

Research Paradigm

Conceptual Framework



The conceptual framework illustrates the relationship between competencies and skills needed. Research paradigm, where the research will conduct a survey and be able to produce a tracer study that will give a COBE a basis for establishing and improving their BSBA and BSA curriculum for their graduates to be able to satisfy the needed demand of the labor market.

Research Problems

The study focused on tracing the graduates of the Bachelor of Science Business in Administration and Bachelor of Science in Accountancy graduates from the school year 2015-2019 and answered the following questions.

1. What is the demographic profile of the respondent in the term of:
 - a. sex;
 - b. age;
 - c. year graduate; and
 - d. civil status

2. What are the employment data of graduates as regards:
 - a. employment status;
 - b. occupation;
 - c. occupational sector;
 - d. place of work;
 - e. job level position; and
 - f. reasons for being unemployed?

-
3. What competencies and skills learned in BSBA and BSA did the graduate respondents acquire as to:
- a. information, media, and technology skills;
 - b. communication skill;
 - c. problem-solving skill;
 - d. life and career skill;
 - e. professional competencies;
 - f. learning and innovate skill;
 - g. digital literacy; and
 - h. decision-making skills

Methodology

Research Design

The researchers selected the quantitative research method and were able to quantify the relationship between the variables in this research. The researchers used a descriptive research design to ascertain the importance of the Tracer Study of COBE Graduates Sy: 2015-2019.

Participants of the Study

The respondents of the study were selected using the Raosoft sample size calculator. The Raosoft sample size calculator's margin of error is 5% because it is the common choice. The confidence level is 95%, and the population size is 420 based on the list of graduates in 2015-2019. The response distribution is 50%, and the recommended sample size is 201.

Research Instrument

The respondents' instrument used in the research was a questionnaire. The researcher has employed a survey questionnaire through Google Forms as the primary instrument for gathering the data required for our study. There were two sections of the questionnaire. The first part was the demographic profile of the respondents. The second part was the Employment profile and graduate's features in terms of the Period when they landed their first job, Current employment status, current position, and the number of years they worked in the company. The demographic profile includes sex, age, address, graduation year, and civil status. This part of the questionnaire was adopted in Eric S. Parilla, DBAFBE, and Jayson Tan, MBA (2021) research entitled a tracer study of business graduates at Northwestern University. The same questionnaires were presented to all respondents. The researchers also adapted the Tracer Study on the BSBA-HRDM Graduates in a State University. The Asian Journal of Education and Human Development (AJEHD) is a study on Google Scholar.

Data Gathering Procedure

The researchers will submit all needed requirements to the research ethics committee to issue the ethical clearance. Once issued, the researchers will request permission from the dean of the College of Business Education to conduct this study. Upon the approval of the request, the researchers will prepare the questionnaire through Google Forms, and the link will be shared with the participants. Informed consent will be properly obtained from the respondents before administering the questionnaire. The proponent of this study will utilize the survey questionnaires as the source of data to be interpreted, and since the survey questionnaire is to be distributed, an interview will also be conducted to support the result of the survey questionnaire. The researchers will ask permission and will give a letter to the dean of the College of Business Education at Northwestern University; the researchers will provide a letter to the respondents about the research questionnaires they are going to answer and the importance, including the benefits of the study. The researchers will conduct the study after the Dean confirms the permission letter. The researchers will hand out consent to the graduates who serve as the respondents to this study. After getting the approval of the graduates, the researchers will proceed in giving the questionnaire.

Data Analysis

The study employed a descriptive research design. The descriptive research method was used to determine the respondents' profiles, employment profiles, and graduate features. The data analysis was limited to the following statistical tools: frequencies and percentages, mean, and simple correlation. Frequency counts and percentages were used to present the profiles of the respondents.

Frequency counts and percentages were used to present the profiles of the respondents and the employment data; the mean determined the skills needed by BSBA and BSA graduates. Furthermore, the results were analyzed and interpreted using the following:

Points	Scale Range	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

Ethical Considerations

The ethical considerations required fairness, mutual respect, accountability, and trust between all study participants. All authors declared that they had no conflicts of interest. They read the paper and concur with its contents; they have no conflicts of interest to disclose financially. They certified that the submission was original work and was not under review at any other publication.

For this study, the researchers provided thorough information to the participants about the objective of the research and their contribution. The researchers also implied that participants could withdraw from the study at any time without any negative repercussions. Thus, a formal letter duly approved by the research adviser was given to the participant, as this also served as a sign of willingness to participate in the study.

To establish and safeguard ethics in conducting the study, the researchers strictly ensured the confidentiality of participants in accordance with the Data Privacy Act. Thus, the data gathered was used for academic purposes only and not against the research subject to degrade, ridicule, or threaten their identity. After accumulating records and data, the purpose of this research was to keep them on a hard drive and backed up in cloud storage during the study until its completion.

Disposal and destruction of data and records were expected after the completion of the study, and no data retention was intended. The researchers conducted the research fairly and squarely. The disposal of the data will be done by shredding or burning physical copies, as well as the deletion of the digital copies.

In addition, concerning conflicts of interest, the study asserts that there are never any financial, family, or proprietary considerations between the researchers and the sponsor or the study location. This guarantees that the study does not result in any prejudice or unfairness at any point throughout the research, ensuring that only the appropriate action or technique is followed. They were not exposed to physical, emotional, or mental abuse.

All the procedures conducted in this research project involving human participants were done in a manner that complies with the ethical standards established by the research committee. Before the administration, the researchers explained each item in the consent form. The respondents were assured that their data was only used for research purposes and that their privacy would be protected. They were allowed to voluntarily participate in the data gathering and freely withdraw their participation when they felt like it. After analysis, the retrieved questionnaires, including consent forms, were stored by the researchers and destroyed upon completion of the study.

Results

This chapter explains the results obtained from the data gathered by the researchers. This includes the demographic profile of the respondents, the work statistics of graduates, and the level of skills of the graduates.

Table 1. Profile of the Respondents

	Frequency of Graduates	Percentage (%) of Graduates	Frequency of Employers	Percentage of Employers
Sex				
Male	63	31.34	5	50
Female	138	68.66	5	50
Age				
25 years old	20	9.95	2	20
26 – 30 years old	152	75.62	4	40
31 – 35 years old	29	14.43	2	20
Year Graduate				
2015	55	27.36	0	0
2016	34	16.92	0	0
2017	13	6.47	0	0
2018	15	7.46	0	0
2019	84	41.79	0	0
Civil Status				
Single	149	74.13	8	80
Married	51	25.37	2	20
Widow	1	0.5	0	0

This table represents the demographic profile of the graduate respondents. The four hundred twenty (420) respondents have a Bachelor of Science in Business Administration and a Bachelor of Science in Accountancy. The profiles of the respondents were determined based on their sex, age, year of graduation, and civil status.

In terms of sex, out of four hundred twenty (420) respondents. Sixty-three (63), or 31.34%, are male, and one hundred thirty-eight (138), or 68.66%, are female. This implies that most graduates with a Bachelor of Science in Business Administration and a Bachelor of Science in Accountancy are female. Among the respondents, two hundred one (201) of the graduates are aged less than twenty-five (25) or 9.95%, 26-30 years old, one hundred fifty-two (152) or 75.62% are ages and 31-35 years old, twenty-nine (29) or 14.43 are ages. The Bachelor of Science and Business Administration and Bachelor of Science Accountancy year graduates 2015 has fifty-five (55) respondents with 27.36 %, Year graduate 2016 has thirty-four (34) respondents with 16.92%, year graduates 2017 has thirteen (13) respondents with 6.47 %, year graduates 2018 has fifteen (15) respondents with 7.46 % and lastly year graduates 2019 has eighty-four (84) graduates with 41.79%. The majority of the respondents, one hundred forty-nine (149), 74.13%, are single, fifty-one (51), 25.37%, are married, and there is one (1) respondent, 0.50%, who is a widow.

The table represents also the demographic profile of the employers. The ten (10) respondents came from different sectors. The profiles of the respondents were determined based on their sex, age, and civil status.

In terms of sex, out of ten (10) respondents, five (5), or 50%, are male, and five (5), or 50 %, are female. Among the ten (10) employer respondents, two (2) or 20% of the respondents are aged less than twenty-five (25), four (4) or 40% of the respondents are twenty-six (26) to thirty (30) years old, two (2) or 20% of the respondent's age are thirty-one (31) to thirty-five (35), and lastly two (2) or 20% of the respondent's age are above thirty-five (35) years old. The majority of the employer respondents, eight (8) or 80%, are single, two (2) or 20% are married, and zero (0) are widows.

Table 2. The Employment Data of Respondents

	Frequency of the graduates	Percentage (%) of the graduates	Frequency of the Employers	Percentage (%) of the Employers
Employment status				
Employed	141	70.15	10	100
Unemployed	23	11.44	0	0
Self- employed	37	18.41	0	0
Occupation			0	0
Accounting	31	15.42	0	0
Administrative	4	1.99	0	0
Bank Employee			5	50
Call center	5	2.49	0	0
Domestic Worker	14	6.97	0	0
Entrepreneur	38	18.91	0	0
Finance	34	16.92	0	0
Government	3	1.49	3	30
Health care	1	0.5	0	0
Human resources	4	1.99	1	10
Inventory	5	2.49	0	0
Marketing	21	10.45	0	0
Production	3	1.49	0	0
Sales	13	6.47	0	0
Unibanker			1	10

Occupational Sector				
Private	154	76.62	7	70
Government	22	10.95	3	30
None	25	12.44	0	0
Place of work				
Region I	90	44.78	10	100
Region II	5	2.49	0	0
Region III	9	4.48	0	0
Region IV-A	3	1.49	0	0
CAR	5	2.49	0	0
NCR	34	16.92	0	0
Region VII	2	1	0	0
International	29	14.43	0	0
Officer	0	0	2	20
Bank employee	91	45.27	0	0
Rank and File	0	0	1	10
Tiktok Affiliate	1	0.5	0	0
Senior	5	2.49	0	0
Specialist	2	1	0	0
Supervisor	2	1	0	0
Unipro	0	0	1	10
Job level position				
Customer Service	0	0	1	10
Director	2	1	0	0
Human resources	1	0.5	2	20
Junior	8	3.98	1	10
Manager	24	11.94	2	20
Mid-level	5	2.49	0	0
Owner	35	17.41	0	0
Reasons for being unemployed				
Currently applying for a visa	1	0.5	0	0
Discrimination	1	0.5	0	0
Focus on business	3	1.49	0	0
Full-time mom	1	0.5	0	0
I enrolled for the CPALE 2024 review	1	0.5	0	0
Lack of job opportunities	23	11.44	0	0
Lack of Skill	13	6.47	0	0
Lack of work experience	6	2.99	0	0
Low salary rate	2	1	0	0
Still in the process of pre-employment	3	1.49	0	0
Too high expectations for the workers	2	1	0	0

The table represents the Employment Data of the graduates. The four hundred twenty (420) respondents have a Bachelor of Science in Business Administration and a Bachelor of Science in Accountancy. The employment status of the 2015-2019 graduates was determined based on their employment status, occupation, occupational Sector, place of work, job level position, and reasons for being unemployed.

The employment status of Bachelor of Science Business in Administration and Bachelor of Science in Accountancy 205-2019, there is one hundred forty-one (141) or 70.15% Employed BSA and BSBA graduates' year 2015-2019, twenty-three (23) or 11.44 % Unemployed and thirty-seven (37) or 18.41% self-employed BSA and BSBA.

Most of the BSBA and BSA 2015-2019 graduates occupation is in Accounting that have thirty-one (31) or 15.42%, Administrative with four (4) or 1.99%, Call Center with five (5) or 2.49%, Domestic Worker fourteen (14) or 6.97, entrepreneur thirty-eight (38) or 18.91%, finance thirty-four (34) or 16.92%, Government three (3) or 1.49%, Heath Care one (1) or 0.50%, Human Resources four(4) or 1. 99%, inventory five (5) or 2.49%, Marketing twenty-one (21) or 10. 45% Production three (3) or 1.49%, Sales thirteen (13) or 6.47 and lastly there is twenty-five (25) or 12.44% respondents who choose not to answer.

In addition, the BSBA and BSA graduates in the Occupational Sector have fifty-four (154), or 76.62%, in the Private Sector, twenty-two (22), or 10.95%, in the Government Sector, and lastly, twenty-five (25), or 12.44% choose not to answer. As to their place of work, ninety (90), or 44.78% of them are working in Region I; five (5), or 2.49%, are working in Region II; nine (9), or 4.48% are working in Region III, three (3) or 1.49% are working at Region IV-A, five (5) or 2.49% are working at CAR, thirty-four (34) or 16.92 are working at NCR, two (2) or 1.00% working at Region VII, twenty-nine (29) or 14.43% working at International and lastly twenty-four (24) or 11.94% choose not to answer.

The above table also shows Job level positions, two (2) or 1.00% Director, one (1) or 0.50% Human Resources, eight (8) or 3.98% Junior, twenty-four(24) or 11.94% Manager, five (5) or 2.49% Mid-level, thirty-five(35) or 17.41% Owner, ninety-one(91) or 45.27% Regular Employee, one (1) or 0.50% Seller, five (5) or 2.49% Senior, two (2) or 1.00% Specialist, two (2) or 1.00% Supervisor, and lastly twenty-five (25) or 12.44% has no answered.

Table 2 further shows the reasons why some of the BSBA and BSA graduates unemployed are currently applying for a visa with one (1) or 0.50%, discrimination one (1) or 0.50%, Focusing on their own business three (3) or 1.49%, full-time mother one (1) or 0.50%, enrolling for CPALE 2024 Review one (1) or 0.50%, Lack

of job opportunities twenty-three (23) or 11.44%, Lack of Skill thirteen (13) or 6.47%, Lack of work experience six(6) or 2.99%, Low salary rate two (2) or 1.00%, still on the process of pre-employment three (3) or 1.49%,c too high expectation for the workers two (2) or 1.00% and lastly the respondents who choose not to answer are one hundred forty-five (145) or 72.14%.

The table also represents the employer's employment data. The employment status of the employer was determined based on their employment status, occupation, occupational Sector, place of work, and job level position.

The majority of the employers that participate are employed, ten (10) or 100% are employed, and zero (0) of the respondents are unemployed and self-employed. In the occupation of the respondent, one 1 or 10% are HR staff, five (5) or 50% are Bank Employees, one (1) or 10% are Unibanker, and three (3) or 30% are Government employees. Of the occupational Sector of the respondents, seven (7), or 70%, are in the Private Sector, and three (3), or 30%, are in the Government sector. The place of work of the ten (10) employers is in Region 1. Lastly, the Job level position of the employer, one (1) or 10% is in the Rank and File, one (1) or 10% is in Customer service, one (1) or 10% is in Unipro, one (1) or 10% is in junior, two (2) or 20% are officer, two (2) or 20% are in HR and lastly two (2) or 20% are manager.

Table 3. The Competencies and Skills Learned in BSBA and BSA Did the Graduate Respondents

Indicators	Graduates	Employers	Combined mean	VI
Information, Media, and Technology Skills				
Uses common media and technology terminology and equipment in the workplace.	3.58	3.8	3.69	SA
Uses a computer and productivity software to organize and create information and reports.	3.55	3.8	3.68	SA
Develop information-seeking strategies through Technology.	3.55	3.7	3.63	SA
Demonstrate up-to-date knowledge and/or awareness of current trends and issues.	3.56	3.6	3.58	SA
Seeks information on problems from multiple sources.	3.56	3.8	3.68	SA
Establish a network for social relevance through outreach to communities where the school is based.	3.46	3.1	3.28	SA
Composite mean	3.54	3.63	3.59	SA

Communication Skill

Capable of communicating in Speech and Writing	3.54	3.7	3.62	SA
Obtains and conveys workplace information.	3.57	3.8	3.69	SA
Works well in groups to achieve a goal.	3.67	3.8	3.74	SA
Shows respect for other person and their ideas.	3.6	4	3.8	SA
Listen attentively to instructions and follow orders as instructed.	3.54	3.9	3.72	SA
Composite mean	3.58	3.84	3.71	SA

Problem-Solving Skill

Ability to think critically	3.56	3.8	3.68	SA
Ability to identify problems	3.56	3.6	3.58	SA
Ability to solve problems through strengths, weaknesses, opportunities, and treats	3.61	3.6	3.61	SA
Ability to create solutions to issues met	3.59	3.6	3.6	SA
Ability to think logically	3.56	3.7	3.63	SA
Ability to harness one's higher-order thinking skills in conceptualizing research	3.56	3.8	3.68	SA
Composite mean	3.57	3.68	3.63	SA

Life and Career Skill

Easily adapts to the environment.	3.63	3.9	3.77	SA
Observe protocol in reporting using standard operating procedures.	3.49	3.6	3.55	SA
Produces outputs on time	3.57	3.4	3.49	SA
Produces outputs requiring little supervision	3.55	3.5	3.53	SA
Ability to handle stress and pressure on the job.	3.54	3.6	3.57	SA
Make self-available Beyond official time	3.53	3.7	3.62	SA
Increased likelihood of assuming leadership roles.	3.53	3.7	3.62	SA
Composite mean	3.55	3.63	3.59	SA

Professional Competencies				
Knowledge of the skills in planning, managing, and evaluating communication programs;	3.53	3.7	3.62	SA
Ability to design, produce, and produce multi-media (print, broadcast, audio-visual, and electronic outputs.	3.44	3.5	3.47	SA
Ability to design, manage, and evaluate communication campaigns.	3.49	3.6	3.55	SA
Ability to design media-based learning systems and conduct communication media research;	3.51	3.6	3.56	SA
Ability to practice social responsibility at all times.	3.56	3.8	3.68	SA
Composite mean	3.51	3.64	3.58	SA
Learning and Innovate Skill				
Exercises sound reasoning and understanding	3.51	3.8	3.66	SA
Ability to work-related problems	3.55	3.7	3.63	SA
Open and responsive to new and diverse perspectives	3.54	3.8	3.67	SA
Enthusiastic in learning new skills and the latest advancements or trends related to the job.	3.53	3.9	3.72	SA
Composite mean	3.53	3.8	3.67	SA
Digital Literacy				
Ability to think critically	3.61	3.5	3.56	SA
Ability to identify problems	3.56	3.5	3.53	SA
Ability to solve problems through strength, weaknesses, opportunities, and threats (SWOT) analysis	3.57	3.3	3.44	SA
Ability to acquire one's imagination to create ideas for short stories, personal essays, and other resources for presenting creative works or masterpieces	3.5	3.3	3.4	SA
Ability to harness one's higher-order thinking skills conceptualizing researchers	3.5	3.4	3.45	SA
Decision-Making Skills				
Ability to put one's ideas access in oral and verbal form	3.53	3.8	3.67	SA
Ability to scrutinize communications to be disseminated before they are sent out	3.49	3.7	3.6	SA
Ability to analyze possible consequences of	3.54	3.8	3.67	SA

acts before a decision is made.				
Ability to acquire the impact of decisions on the development of the client learner and on his/her professional growth.	3.57	3.8	3.69	SA
Ability to acquire the impact of one's decisions and actions on society.	3.53		3.53	SA
Ability to put one's ideas access in oral and verbal form	3.53		3.53	SA
Composite mean	3.53	3.78	3.66	SA
Overall mean	3.55	3.68	3.62	SA

Note: 3.26-4.00 – Strongly Agree, 2.51-3.25 – Agree, 1.76-2.50 – Disagree, 1.00-1.75 – Strongly Disagree

Table 3 shows the competencies and skills learned in BSBA and BSA by the graduate respondents in information, Media, and Technology Skills; the highest mean, 3.58, interpreted strongly agree with uses of common media and technology terminology and equipment in the workplace and the lowest is 3.46 interpret strongly agree in establishing network for social relevance through outreach to communities where the school is based. Overall, the data collected reveals Information, Media, and Technology Skills, with a composite mean of 3.54.

Communication Skill, 3.67 is the highest mean interpreted strongly agree, works well in groups to achieve a goal. The lowest mean is 3.54, which is capable of communicating in Speech and Writing. Listen attentively to instructions and follow the order as instructed. Overall, the composite mean is 3.57 based on the data collected in BSBA and BSA SY: 2015-2016 graduates.

Problem-solving Skill, the highest mean based on the data collected, is 3.61, which is interpreted as strongly agree. It is the Ability to solve problems through strengths, weaknesses, opportunities, and threats. The lowest mean is 3.56, which means the Ability to think critically, identify problems, think logically, and harness one's higher-order thinking skills in conceptualizing research. The overall composite mean of 3.57 is interpreted as strongly agreeing.

Life and Career Skill, the highest mean is 3.63, easily adapts to the environment. The lowest mean is 3.49. Observe protocol in reporting using standard operating procedures. The overall composite mean is 3.55, and the interpretation strongly agrees.

Professional Competencies, the highest mean is 3.56, Ability to practice social responsibility at all times. The lowest mean is 3.44, and the ability to design and produce multi-media (print, broadcast, audio-visual, and electronic outputs). The overall composite mean is 3.51, which is interpreted as strongly agreeing.

For learning and Innovating Skills, the highest mean is 3.55, Ability to work-related

problems. The lowest mean is 3.51, which Exercises sound reasoning and understanding. The overall composite mean is 3.53, which is interpreted as strongly agreeing.

In terms of digital literacy, the highest mean is 3.61 for the Ability to think critically. The lowest mean is 3.50 for the Ability to acquire one's imagination to create ideas for short stories, personal essays, and other resources for presenting creative works or masterpieces, as well as the Ability to harness one's higher-order thinking skills conceptualizing researchers. The overall composite mean is 3.55, which is interpreted as strongly agreeing.

Lastly, Decision-Making Skills show that the Ability to acquire the impact of decisions on the development of the client learner and on his/her professional growth has the highest score of 3.57, and the lowest mean is 3.53. The Ability to put one's ideas in oral and verbal form, the Ability to acquire the impact of one's decisions and actions of society, and the Ability to put one's ideas in oral and verbal form. The overall mean is 3.55, which is interpreted as strongly agreeing.

The table also represents the competencies and skills learned in BSBA and BSA by the Graduate Respondents based on their employer. In Information, Media, and Technology skills based on the surveys, the majority use common media and technology terminology and equipment in the workplace, use a computer and productivity software to organize and create information and reports, and seek information on problems from multiple sources with 3.80 mean and interpreted strongly agree, and the least is information on problems from multiple sources has 3.10 mean interpreted strongly agree. The composite mean of Information, Media, and Technology Skills is 3.63, with the interpretation of strongly agree.

Communication skills, based on the survey conducted, the majority show respect to other person and their ideas 4.00 mean interpreted as strongly agree. The least, based on the survey, is capable of communicating in speech and writing, with 3.70 means and interpreted strongly agree. The composite mean of communication skill is 3.84, with interpreting strongly agree.

Problem-solving Skill, the Ability to think critically, and the Ability to think logically is the majority, with 3.80 means and interpret strongly agree. The Ability to identify problems, the Ability to solve problems through strengths, weaknesses, opportunities, and threats, and the Ability to create solutions to problems met is the least based on the survey with a 3.60 mean and interpret strongly agree. The problem-solving Skill composite mean is 3.68, which strongly agrees.

Life and Career Skills, easily adapted to the environment is the majority with 3.90 mean interpret strongly agree, produce output on time is the least based on the survey with 3.40 mean interpret strongly agree. The composite mean of life and

career skills is 3.80, which is strongly agreed upon.

Professional Competencies the majority of the answers based on the survey were about the Ability to practice social responsibility all the time, with a mean of 3.80, which is strongly agreed upon. The Ability to design and produce multi-media (print, broadcast, audio-visual, and electronic output) is the least based on the survey, with 3.50 mean interpret strongly agree. The professional Competencies composite mean is 3.64. Interpret strongly agree.

Learning and Innovate Skill: enthusiastic about learning new skills and the latest advancement or trends realized related to the job is the majority with 3.90, meaning interpret strongly agree. The Ability to work on related problems is the least based on the survey, with 3.70, which means that I strongly agree. The learning and innovation skill composite mean is 3.80, which is strongly agreed.

In digital literacy, the majority is the Ability to think critically and identify problems with 3.50 and interpret strongly agree. Based on the survey, the least is the Ability to solve problems through strength, weaknesses, opportunities, and threats (SWOT) analysis and the Ability to acquire one's imagination to create ideas for short stories, personal essays, and other resources for presenting creative works or masterpieces with 3.30 mean and interpret strongly agree. The digital literacy composite mean is 3.40, which is strongly agreed.

Decision-Making Skills, based on the survey, the majority is the Ability to put one's ideas access in oral and verbal form, the Ability to analyze possible consequences of acts before a decision is made, and the ability to acquire the impact of decisions on the development of the client learner and his/her professional growth with the mean of 3.80 and interpret strongly agree. Based on the survey, the least is the Ability to scrutinize communications to be disseminated before they are sent out, with a 3.70 mean interpret strongly agree, and the decision-making skill composite mean is 3.78 interpret strongly agree. The overall mean of competencies and Skills is 3.68, which strongly agrees.

Discussions

In today's ever-changing economic condition and highly competitive labor market, a school in the Philippines is challenged to produce fittingly educated college graduates necessary to ensure continuity in the country's development. A tracer study is a simple tool designed to measure the relevance of vocational training. It is seen as a management tool for planning and monitoring training programs, i.e., which course to add, change, or phase out. Employment trend of graduates of Bachelor of Science in Business Administration major in Marketing of the College of Business Accountancy and Public Administration, Isabela State University.

This study analyzed the skill application in the real world and the competencies of COBE graduates for SY. 2015-2019. the gap between the competencies and Skills needed for a Bachelor of Science in Business in Administration and Bachelor of Science in Accountancy SY: 2015-2019. Pre-pandemic came, and there are problems for BSBA and BSA graduates in terms of how they can compete in the real work world. The continuing evolution of e-technology allows some work to be done anywhere, anytime. According to E-technology and work/life balance for academics with young children (2010).

Employers recommended that BSBA and BSA graduates enhance their communication skills by participating in their college's seminars or other activities that the COBE conducts. By participating in the BSBA and BSA, graduates can enhance different skills, such as Life and Career Skills, Professional Competencies, Communication Skills, etc., which can help them to grow as individuals.

Based on the results, the employers disagree with the graduates regarding Seeking information on problems from multiple sources. Seeking information on the issues from various sources is the lowest competency and skill of BSBA and BSA graduates based on their employer. When gathering information on a problem from multiple sources, BSBA and BSA must evaluate the credibility of each source. By utilizing primary, secondary, and tertiary sources while critically assess their credibility, you can comprehensively understand the problem from various perspectives and ensure the information you gather is accurate and reliable. Based on the results, the most essential skills that the BSBA and BSA graduates need are Communication Skills, Professional Competencies, Problem-Solving Skills, and Information, Media, and Technology skills. These four skills are the most critical skills the BSBA and BSA students should have.

On the other hand, based on our survey of employers, it is easy to understand, learn, and use digitalized accounting. They agreed that it is accessible to use any related digitalized accounting with the available devices they have that are connected to the internet. Although it is easy to understand and learn, there is still a difference in becoming skillful in using digital accounting tools. Respondents were hesitant to agree in terms of the ease of becoming skillful in this area. Digitalized accounting contributes to conserving the time and energy of users as many things can be accomplished immediately (Chakim, 2022).

There are a lot of graduates in different schools; SY: 2015-2019, the BSBA and BSA need to compete with all graduates in order to compete or be qualified. They need to have the qualifications that the agency, employer, or company needs. Another common gap is whether the College of Business Education (COBE) produced BSBA and BSA graduates who are competent and relevant to the needs of the workforce. This study emphasizes the importance of aligning academic

programs with industry needs to enhance the employability of graduates. We intend to provide insights into the important and growing concern of graduate employability. While there is significant debate as to the exact nature and extent of graduates' skills gaps, empirical evidence suggests that employers around the world continue to be concerned about new graduates' Ability to meet current and future workplace requirements (McQuaid & Lindsay, 2005; Jackson, 2009b).

Technology continues to develop and advance, and businesses find their edge in these technologies. In this era, the Digital Age, everything is dependent on Technology, and if businesses fall short of updating or keeping on track with new developments in Technology, they may fall behind competitors who invest more in Technology. This is not an exception to accounting, where it was used to be done in the traditional way, but digital systems are created to produce more accurately and exert less effort compared to the traditional way. Despite these advantages that Technology can offer, those who are not used to it would find it a challenge to dive deep into the advanced world of Technology.

Conclusion

Tracer studies have significant implications for improving the quality and relevance of education, and there are several promising directions for future research. The goal of the study is to see where they are in terms of employment, further studies, or other activities. It provides valuable data on the effectiveness of educational programs in preparing students for the job market and Life after graduation.

Recommendations

Figure 2. Recommendation Framework

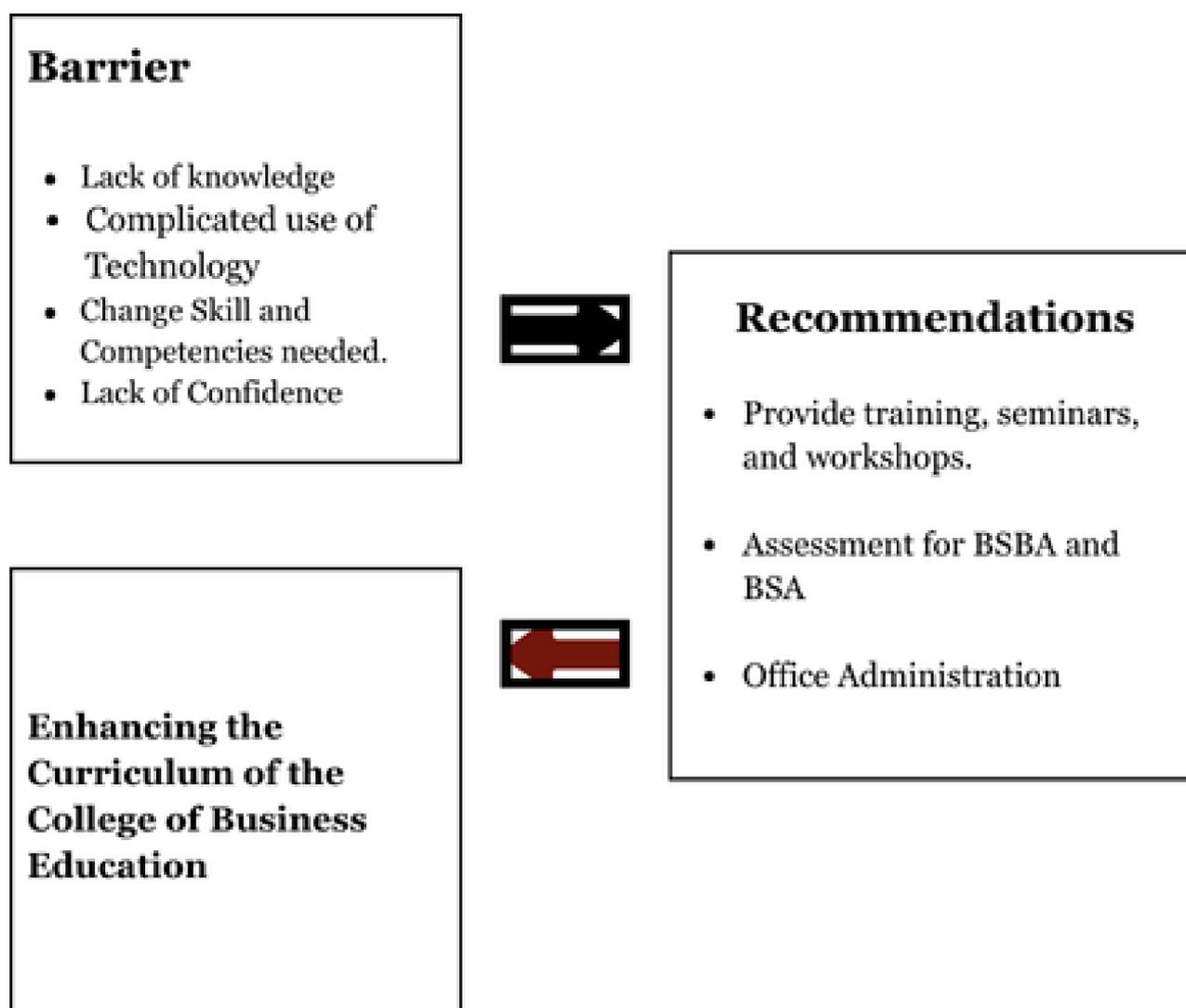


Figure 2 shows the researcher's recommendation for the enhancement of the curriculum of the College of Business Education. The College of Business Education needs to adopt the changes in competencies and skills needed for BSBA and BSA.

Recommendations

Researchers recommended that more training, seminars, and workshops be provided so that the COBE can provide more knowledge and skills that the BSBA and BSA graduates need. Based on the results of the surveys on the employer, the BSBA and BSA students needed seminars, training, and workshops for them to compete with other graduates. The BSBA and BSA can boost their confidence by interacting with other people. Based on the results, there is a change in competencies and skills that the BSBA and BSA needed; the seminars, training, and workshops help the students overcome what is lacking in them.

The researcher recommended that the Graduates have an assessment to evaluate the skills and knowledge that they have gained during their course of study. This ensures that they have met the necessary academic standards and are ready to enter the workforce. Assessment provide valuable feedback to both students and educators. It helps students understand their strengths and areas for improvement. For educators, it provides insight into the effectiveness of their teaching methods

and curriculum.

The researcher recommended that office administration is important to BSBA and BSA. The varied interactions and responsibilities involved in office administration provide numerous opportunities to enhance interpersonal skills, making it a valuable role for personal and professional development.

Implications and Future Research Directions

The future of tracer study research holds several exciting possibilities. Focusing on BSBA and BSA graduates SY: 2015-2019, this study understands that the graduates need specific competencies and skills in these sectors and how the College of Business Education can better prepare students for these careers. By conducting tracer studies, institutions can assess the effectiveness of the curriculum in preparing students for the workplace, leading them in their improvement and success.

The present findings imply that the BSBA and BSA graduates SY: 2015-2019 are aware of which competencies and skills needed to be acquired can have a significant bearing on the following:

- To educators, to provide a better quality of education for BSBA and BSA students, especially in Technology.
- To currently enroll students so they can easily anticipate, adjust to, and act on employers' and workplaces' changing needs, conditions, and demands in the present and future.

Future studies should focus on acquired competencies and skills needed in real work or in the labor market.

Limitations of the Study

The purpose of this research is to determine the competencies and skills needed of the BSBA and BSA graduates SY: 2015-2019, with the overall goal of proposing strategies to improve the curriculum. The findings of the study may be beneficial to the following:

- To the BSBA and BSA graduates, the outcome may instill knowledge about various strategic recommendations to improve the curriculum of BSA and BSBA graduates.
- To the faculty and teachers, this research can be used as instructional materials that will aid them in their discussions regarding related lessons. It will be easier for them to tackle related topics in this research.
- The results may serve as the basis for future researchers to know more about the competencies and skills that may be needed in the future.

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