Desired Learning Competencies of the Bachelor of Science in Hospitality Management Program and Skills Requirement of Hospitality Industries

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Abstract: This study examined the alignment between learning competencies in the Bachelor of Science in Hospitality Management (BSHM) program and skills required by the hospitality industry. Using a balanced sample of 100 respondents (50 faculty members and 50 industry professionals), the research assessed competencies across five competencies: Food and Beverage Operations, Front Office Operations, Housekeeping Operations, Events Management, and Crisis Management. Findings revealed significant differences between academic and industry perceptions in four domains, with the most substantial gaps in Food and Beverage Operations, where academia rated competencies higher (M=3.85) than industry (M=3.24), and Crisis Management, where industry expectations (M=3.23) exceeded academic focus (M=3.04). Only Events Management showed no significant difference, with both sectors rating it similarly low (M≈2.88). The study highlights the need for curriculum realignment with industry needs, particularly in practical skills, crisis management, and foreign language proficiency, while maintaining the program's strengths in guest service and operational knowledge.

Keywords: Hospitality Education, Curriculum Development, Industry-Academe Gap, Competency Assessment, Skill Requirements, BSHM Program.

How to Cite: Eva Rosario Q. Tabunda (2025) Desired Learning Competencies of the Bachelor of Science in Hospitality Management Program and Skills Requirement of Hospitality Industries. *International Journal of Innovative Science and Research Technology*, 10(6), 488-503. https://doi.org/10.38124/ijisrt/25jun561

I. INTRODUCTION

The hospitality industry stands as a vibrant and multifaceted sector, pivotal to global economies and cultural exchange. Encompassing a wide array of establishments from hotels and restaurants to tourism and event management, the industry is characterized by its ever-evolving nature and dynamic interplay of trends. This dynamism necessitates a workforce equipped with a diverse skill set, capable of adapting to the industry's changing demands. The Bachelor of Science in Hospitality Management (BSHM) program plays an important role in developing future professionals for this industry. However, a persistent challenge lies in ensuring that BSHM education effectively aligns with the specific and evolving skill requirements of the hospitality sector.

This study would like to explore the critical association between the desired learning competencies of BSHM graduates and the actual skills required by the hospitality industry. The rapid pace of change, driven by technological advancements, evolving consumer preferences, and increasing globalization, has accentuated the need for a

rigorous examination of this alignment. A potential mismatch between academic preparation and industry expectations can hinder graduate employability, impede industry growth, and limit the sector's ability to adapt and innovate.

The hospitality industry is a dynamic and demanding sector requiring a workforce equipped with a diverse set of skills and competencies. Bachelor of Science in Hospitality Management (BSHM) programs serve as the primary pipeline for future industry professionals, tasked with imparting the necessary knowledge and skills. However, a recurring theme in hospitality education is the potential gap between the competencies developed in academic settings and the practical skills demanded by the industry upon graduation (Walmsley, 2018).

This study aims to identify and analyze the key competencies that hospitality industry employers seek in BSHM graduates. It will compare these industry-required skills with the learning competencies typically emphasized within BSHM programs. By identifying areas of congruence and divergence, this research seeks to provide valuable

insights that can inform curriculum development, enhance the effectiveness of BSHM programs, and ultimately produce graduates who are well-prepared to meet the challenges and opportunities of the hospitality industry. Furthermore, the study seeks to contribute to a more robust and sustainable hospitality workforce, capable of driving innovation and delivering exceptional service in an increasingly competitive global market.

II. METHODS

This study adopted a descriptive correlation method was employed for this research paper which was used to link the desired learning competencies, as determined by the respondents of this study, with the existing expectations and demands of the current hospitality landscape in Eastern Samar. Specifically, a quantitative methodology was utilized for more accurate data interpretations and to effectively analyze the alignment between educational programs in Hospitality Management and industry expectations.

This study employed a purposive sampling method. A total of 100 respondents were the respondents for this study which conforms to the number of acceptable size, fifty (50), for a correlational study. These number of respondents established a reliable result.

The data collection method of this paper was via survey. A survey questionnaire was the principal instrument used to collect necessary data relevant to the completion of this paper. This study utilized a researcher-made survey questionnaire. The survey questionnaire includes five major competencies as shown in the paradigm namely: (1) Food and Beverage, (2) Front Office, (3) Housekeeping Operation, (4) Events Management, and (5) Crisis Management specific competencies. These competencies form the basis for the survey's main portion. The first part of the survey form was allotted for the profile of the respondents which include basic demographic data. All of the data are relevant to the data analysis of this study. The questionnaire was primarily written in the English language. Due to the quantitative nature of this research, a numerically coded rating was dedicated to determine the desired competencies by industry professionals and members of the academe. The respondents need to use this numerical rating system to accurately express their answers.

The initial step of the data collection phase involved contacting the general manager or representative/s of every establishment included in the sampling frame to invite them to participate in the research. The same process was done for the faculty. The researcher sent out request letters to the concerned offices and institutions, along with the overall scope and objectives of the study. The researcher personally handed the questionnaire to the respondents in five-star hotels in Metro Manila. Given the number and scale of the sampling set, the researcher used sophisticated means of contacting select respondents who were difficult to personally meet due to place and schedule constraints. Such communication means included a phone call, (SMS, Messenger, Viber), a formal email request, and personal message formats via social

media applications or other messaging platforms. During this process, additional information or remarks were asked but only limited to topics related to this research. Afterward, the collected responses were then inputted into a database sheet (Microsoft Excel) for categorization and organization.

The administration of the survey forms was personally done by the researcher to ensure the documents' authenticity and security. The researcher solicited external assistance with the help of colleagues, former students working in the hotels, and representatives of the involved offices to help hasten the dissemination of said questionnaires.

The gathered data was processed using basic measures of central tendency and other statistical measures which include frequency counts, weighted mean, and percentages. The study also incorporate a correlation data treatment through T-test at 0.05 level of significance. Tabulated data was made using Microsoft Excel. The data analysis was done using appropriate statistical tools.

To maintain integrity and confidentiality, appropriate research ethics was done in the conduct of this study. The respondents received a consent letter for their involvement in the research, as well as additional permission to use their responses as relevant information for the completion of this thesis. The identities of the respondents were protected and hidden for their personal privacy matters. Any statements or outside information that were used in the writing of this paper were properly mentioned along with their corresponding citations. This study adhered to strict set ethical guidelines of the university and the institutions where its procedures was performed.

III. RESULTS

Desired Learning Competencies of the Bachelor of Science in Hospitality Management Program and Skills Requirement of Hospitality Industries

➤ *Demographic Profile.*

Table 1 below presents the demographic profile of the respondents. The respondent profile indicates a balanced representation from both academe (50%) and the hotel industry (50%), with 50 faculty members and 50 hotel industry professionals. Position levels show a predominance of faculty (50%) and supervisors (28%), with fewer directors (3%) and unit heads (2%). Experience levels reveal that 39% have 4–6 years of experience, followed by 29% with 1–3 years, indicating a relatively experienced sample. Educationally, 67% hold bachelor's degrees, 28% master's degrees, and 5% doctorate degrees, suggesting a well-educated respondent pool. This diverse profile ensures a comprehensive perspective from both academic and industry stakeholders, aligning with studies emphasizing the importance of cross-sectoral input in curriculum development (Kim & Park, 2020). The balanced representation supports the validity of the findings, as both educators and practitioners contribute to assessing competencies and industry requirements.

Table 1 Demographic Profile of Respondents

Profile	Frequency	Percentage
Position Level		
Director	3	3.0
Manager	17	17.0
Supervisor	28	28.0
Unit Head	2	2.0
Faculty	50	50.0
Industry Sector		
Academe	50	50.0
Hotel	50	50.0
Years of Experience		
Less than 1 Year	5	5.0
1 - 3 Years	29	29.0
4 - 6 Years	39	39.0
7 - 10 Years	18	18.0
More than 10 Years	9	9.0
Highest Educational Attainment		
Bachelor's Degree	50	50.0
Master's Degree	28	28.0
Doctorate Degree	5	10.0

➢ *Learning Competencies of BSHM Graduates.*
Table 2 shows the food and beverage operations competencies of graduates as observed by the academe and the industry.

Table 2 Learning Competencies of the BS Hospitality Management Program in Terms of Food and Beverage Operations

Competency/Skill	Mean	Interpretation
Food and Beverage Operations		
1. Knowledge of food and beverage products (ingredients, preparation methods, service standards)	4.52	Highly Observed
2. Proficiency in food preparation and cooking techniques	3.68	Often Observed
3. Skills in beverage preparation and service (including bartending)	3.76	Often Observed
4. Ability to manage food and beverage service operations (e.g., staff supervision, inventory management)	3.96	Often Observed
5. Knowledge of food safety and sanitation standards	4.52	Highly Observed
6. Ability to handle customer orders and special requests	4.48	Highly Observed
7. Skills in upselling and suggestive selling	3.38	Often Observed
8. Knowledge of cost control and budgeting in food and beverage operations	3.34	Often Observed
9. Ability to work in a fast-paced environment	4.32	Highly Observed
10. Knowledge of different cuisines and dietary requirements	3.20	Sometimes Observed
11. Menu planning and development skills	3.64	Often Observed
12. Knowledge of beverage pairing principles	3.40	Often Observed
Grand Mean	**3.85**	**Often Observed**

The evaluation of Food and Beverage Operations competencies, with an overall mean of 3.85 *(Often Observed),* offers critical insights for this study indicating a strong emphasis on the BSHM curriculum. The data highlights that BSHM graduates excel in *Highly Observed* skills, including knowledge of food and beverage products (4.52), food safety and sanitation (4.52), handling customer orders (4.48), and working in fast-paced environments (4.32). These reflect effective training in customer service, safety compliance, and operational adaptability, aligning with industry needs for quality service and efficiency. However, competencies rated as *Often Observed* such as food preparation (3.68), beverage service (3.76), service operations management (3.96), menu planning (3.64), beverage pairing (3.40), upselling (3.38), and cost control (3.34) indicate adequate but not exceptional skills, suggesting gaps in advanced training or practical experience. The lowest score, knowledge of different cuisines and dietary requirements (3.20, *Sometimes Observed)*, reveals a significant deficiency in addressing diverse culinary needs, a critical industry requirement. This suggests a gap in addressing diverse culinary needs, which is increasingly critical in globalized markets (Lee & Kim, 2022).

These findings highlight a partial misalignment between BSHM graduate competencies and industry expectations, particularly in specialized, financial, and inclusive skills. These align with industry demands for operational efficiency and safety (Santos et al., 2021). The result of the study could recommend curriculum enhancements that would better equip graduates to meet the food and beverage sector's

demands, enhancing their employability and industry readiness.

Table 3 explains the front office operations competencies. The results revealed a mean of 3.98 "Often Observed". The data indicates strong performance in several areas, with Highly Observed competencies including guest relations and customer service (4.52), knowledge of room types, rates, and availability (4.40), front office procedures (4.36), working under pressure (4.30), multitasking (4.30), and security procedures (4.26). These strengths reflect effective training in customer engagement, core operational tasks, and safety, aligning well with industry expectations for professionalism and adaptability. However, competencies rated as Often Observe telephone etiquette (4.12), handling guest inquiries and complaints (3.98), managing reservations (3.86), processing payments (3.84), and using property management systems (3.64) suggest adequate but not exceptional skills, potentially due to limited practical exposure or advanced training. The most significant gap is

foreign language proficiency, rated as Rarely Observed (2.20), a critical deficiency in the global hospitality industry.

These findings highlight a partial misalignment between BSHM competencies and industry needs, particularly in technical and linguistic skills. These reflect the curriculum's focus on guest-centric skills, consistent with research highlighting customer service as a core hospitality competency (Wang et al., 2020). However, foreign language proficiency is a notable weakness, despite its growing importance in multicultural hospitality settings (Chen & Lee, 2023).

The result could suggest curriculum enhancements, including advanced PMS training, simulation-based exercises, and mandatory foreign language courses, alongside stronger industry partnerships to boost practical experience. Such improvements would better prepare BSHM graduates to meet front office demands, enhancing their employability and industry alignment.

Table 3 Learning Competencies of the BS Hospitality Management Program in Terms of Front Office Operation

Competency/Skill	Mean	Interpretation
Front Office Operations		
1. Knowledge of front office procedures (check-in/check-out, reservations, guest services)	4.36	Highly Observed
2. Proficiency in using property management systems (PMS)	3.64	Often Observed
3. Ability to handle guest inquiries, requests, and complaints	3.98	Often Observed
4. Skills in guest relations and customer service	4.52	Highly Observed
5. Knowledge of telephone etiquette and communication protocols	4.12	Often Observed
6. Ability to handle cash and process payments	3.84	Often Observed
7. Knowledge of room types, rates, and availability	4.40	Highly Observed
8. Ability to manage reservations and room inventory	3.86	Often Observed
9. Knowledge of security procedures and guest safety	4.26	Highly Observed
10. Ability to work under pressure and handle difficult situations	4.30	Highly Observed
11. Foreign language proficiency	2.20	Rarely Observed
12. Simultaneous handling of various tasks	4.30	Highly Observed
Grand Mean	**3.98**	**Often Observed**

Table 4. shows the housekeeping operations competencies which scored a mean of 3.99 "Often Observed". The data highlights strong performance in Highly Observed competencies, including knowledge of housekeeping procedures and standards (4.32), maintaining cleanliness and hygiene (4.28), working efficiently and meeting deadlines (4.24), and handling guest requests (4.22). These reflect effective training in core housekeeping tasks, hygiene, time management, and guest interaction, aligning with industry demands for quality and efficiency. However, competencies rated as Often Observed knowledge of cleaning techniques (4.04), managing staff and schedules (3.96), safety and security procedures (3.96), linen and laundry operations (3.92), handling lost and found items (4.18), waste management and recycling (3.74), using cleaning equipment and chemicals (3.60), and inventory management (3.44) indicate adequate but not exceptional skills. These suggest gaps in advanced technical expertise, supervisory

capabilities, and resource management, potentially due to limited practical training. The lowest score in inventory management (3.44) underscores a critical deficiency in cost-effective resource handling.

These findings underscore the curriculum's alignment with industry standards for hygiene and efficiency (Nguyen & Tran, 2021). Knowledge of inventory management is less emphasized, which may limit students' preparedness for operational roles requiring resource management. The results could recommend curriculum enhancements, such as advanced technical training, leadership workshops, and modules on inventory and waste management, alongside stronger industry partnerships for hands-on experience. These improvements would better equip BSHM graduates to meet housekeeping demands, enhancing their employability and industry alignment.

Table 4 Learning Competencies of the BS Hospitality Management Program in Terms of Housekeeping Operations

Competency/Skill	Mean	Interpretation
Housekeeping Operations		
1. Knowledge of housekeeping procedures and standards (room cleaning, laundry, maintenance)	4.32	Highly Observed
2. Proficiency in using cleaning equipment and chemicals	3.60	Often Observed
3. Ability to maintain cleanliness and hygiene in guest rooms and public areas	4.28	Highly Observed
4. Skills in handling guest requests related to housekeeping services	4.22	Highly Observed
5. Knowledge of linen and laundry operations	3.92	Often Observed
6. Ability to manage housekeeping staff and schedules	3.96	Often Observed
7. Knowledge of safety and security procedures in housekeeping	3.96	Often Observed
8. Ability to handle lost and found items	4.18	Often Observed
9. Knowledge of inventory management for cleaning supplies and linens	3.44	Often Observed
10. Ability to work efficiently and meet deadlines	4.24	Highly Observed
11. Knowledge of different cleaning techniques	4.04	Often Observed
12. Knowledge of waste management and recycling procedures	3.74	Often Observed
Grand Mean	**3.99**	**Often Observed**

Table 5 revealed that events management competencies have a lower mean of 2.88 "Sometimes Observed", indicating weaker curriculum focus. Only two competencies are Highly Observed: providing on-site support during event execution (4.40) and assisting in post-event activities like evaluation and feedback collection (4.30), indicating strong operational and follow-up skills, likely from practical training. Assisting in event budget preparation and monitoring (3.60, Often Observed) shows moderate financial proficiency. However, most competencies reveal deficiencies: coordinating with clients, suppliers, and vendors (2.82), event logistics (2.86), understanding event type requirements (2.62), and risk assessment (2.62) are Sometimes Observed, suggesting inconsistent skills. More concerning are *Rarely* Observed competencies, including understanding the event planning cycle (2.42), event marketing (2.54), client communication (2.48), and on-site execution with troubleshooting (2.24). The lowest score, selecting and coordinating with external vendors (1.66, Not at All Observed), indicates a critical lack of proficiency in vendor management.

These findings reveal a significant misalignment between the BSHM curriculum and industry needs in strategic and client-facing skills. This gap is concerning, as events management is a growing sector requiring comprehensive skills (Park & Choi, 2022). The results could recommend curriculum improvements, such as comprehensive event planning modules, training in marketing and vendor negotiations, and enhanced practical exposure through internships. These changes would better prepare graduates for the events management industry, boosting employability and alignment with industry standards.

Table 5 Learning Competencies of the BS Hospitality Management Program in Terms of Events Management

Competency/Skill	Mean	Interpretation
Events Management		
1. Understanding the event planning cycle (from concept to evaluation)	2.42	Rarely Observed
2. Assisting in event budget preparation and monitoring	3.60	Often Observed
3. Assisting in coordinating with clients, suppliers, and vendors festivals, social events)	2.82	Sometimes Observed
4. Basic knowledge of event marketing and promotion methods	2.54	Rarely Observed
5. Assisting in event logistics (venue setup, tech needs, F&B)	2.86	Sometimes Observed
6. Providing on-site support during event execution	4.40	Highly Observed
7. Basic event risk assessment and contingency planning	2.62	Sometimes Observed
8. Assisting in post-event activities (evaluation, feedback collection)	4.30	Highly Observed
9. Understanding requirements for different event types (meetings, local festivals, social events)	2.62	Sometimes Observed
10. Professional client communication and coordination	2.48	Rarely Observed
11. Effectively managing on-site event execution, including troubleshooting and adapting to changes.	2.24	Rarely Observed
12. Selecting, negotiating with, and coordinating external event suppliers and vendors (e.g., caterers, AV, venue).	1.66	Not at all Observed
Grand Mean	**2.88**	**Sometimes Observed**

Table 6 revealed that crisis management competencies have a mean of 3.04 ("Sometimes Observed"). Only four competencies are Often Observed: understanding business continuity basics (3.68), responding to food safety crises (3.62), handling minor security incidents (3.46), and performing post-incident documentation (3.42), indicating moderate proficiency in procedural and recovery-related skills.

Table 6 Learning Competencies of the BS Hospitality Management Program in Terms of Crisis Management

Competency/Skill	Mean	Interpretation
Crisis Management		
1. Identifying potential safety, security, and health risks specific to hospitality operations.	3.32	Sometimes Observed
2. Knowing and applying basic emergency response procedures for fire incidents.	2.84	Sometimes Observed
3. Knowing and applying basic response procedures for medical emergencies involving guests or staff.	2.28	Rarely Observed
4. Executing preparedness and initial response protocols specifically for typhoons, flooding, or earthquakes common in the region.	1.66	Not at all Observed
5. Communicating clearly, calmly, and accurately to guests and staff during a crisis or emergency situation.	3.30	Sometimes Observed
6. Prioritizing and taking appropriate actions to ensure guest and staff safety during various emergencies.	3.32	Sometimes Observed
7. Possessing basic first aid knowledge and understanding when/how to provide initial assistance.	3.34	Sometimes Observed
8. Appropriately handling and de-escalating minor security incidents (e.g., guest disturbances, reports of theft).	3.46	Often Observed
9. Responding effectively to potential food safety crises or guest complaints related to foodborne illness.	3.62	Often Observed
10. Understanding basic procedures for handling incidents related to guest data privacy or minor cybersecurity concerns.	2.20	Rarely Observed
11. Performing basic documentation and reporting procedures accurately following an incident or emergency drill.	3.42	Often Observed
12. Understanding the importance of business continuity basics after a crisis event impacts operations.	3.68	Often Observed
Grand Mean	**3.04**	**Sometimes Observed**

However, most competencies reveal significant gaps: basic first aid knowledge (3.34), identifying safety and health risks (3.32), prioritizing safety actions (3.32), and crisis communication (3.30) are *Sometimes Observed*, suggesting inconsistent preparation. More concerning are *Rarely Observed* skills, such as response procedures for medical emergencies (2.28) and guest data privacy/cybersecurity concerns (2.20), and the Not at All Observed competency of executing protocols for natural disasters like typhoons or earthquakes (1.66), a critical gap given regional risks.

These findings indicate a significant mismatched between the BSHM curriculum and industry needs for safety and emergency preparedness. This aligns with studies noting insufficient crisis management training in hospitality education (Liu & Wang, 2023). The results could recommend curriculum improvement, including mandatory first aid, emergency response, and cybersecurity training, alongside region-specific disaster preparedness modules and simulation-based exercises. Enhanced industry partnerships for real-world experience would further prepare graduates for crisis management, improving their employability and industry alignment.

➤ *Skills Required by Employer in the Hospitality Industry.*

Table 7 suggests that the industry rates food and beverage operations skills at a mean of 3.24, "Sometimes Observed". It reveals significant gaps between the academe and the Industry. Three competencies are Highly Observed*:* knowledge of food safety and sanitation standards (4.42), handling customer orders and special requests (4.34), and knowledge of food and beverage products (4.32), indicating strong alignment with industry needs for hygiene, customer service, and product expertise. Skills in beverage preparation and service (3.64) and working in a fast-paced environment (3.64) are Often Observed, showing moderate proficiency in bartending and operational efficiency. However, most competencies highlight deficiencies: managing service operations (2.66), upselling (2.60), cost control (2.70), knowledge of cuisines and dietary requirements (2.58), menu planning (2.74), and beverage pairing (2.70) are Sometimes Observed, reflecting limited skills in managerial and specialized areas. Most critically, proficiency in food preparation and cooking techniques (2.54) is Rarely Observed, underscoring a severe gap in culinary expertise.

Table 7 Skills Required by Hospitality Industry in Terms of Food and Beverage Operations

Competency/Skill	Mean	Interpretation
Food and Beverage Operations		
1. Knowledge of food and beverage products (ingredients, preparation methods, service standards)	4.32	Highly Observed
2. Proficiency in food preparation and cooking techniques	2.54	Rarely Observed
3. Skills in beverage preparation and service (including bartending)	3.64	Often Observed

4. Ability to manage food and beverage service operations (e.g., staff supervision, inventory management)	2.66	Sometimes Observed
5. Knowledge of food safety and sanitation standards	4.42	Highly Observed
6. Ability to handle customer orders and special requests	4.34	Highly Observed
7. Skills in upselling and suggestive selling	2.60	Sometimes Observed
8. Knowledge of cost control and budgeting in food and beverage operations	2.70	Sometimes Observed
9. Ability to work in a fast-paced environment	3.64	Often Observed
10. Knowledge of different cuisines and dietary requirements	2.58	Sometimes Observed
11. Menu planning and development skills	2.74	Sometimes Observed
12. Knowledge of beverage pairing principles	2.70	Sometimes Observed
Grand Mean	**3.24**	**Sometimes Observed**

Table 8 indicates that Front office skills have a mean of 3.70, "Often Observed". Three competencies are Highly Observed: guest relations and customer service (4.52), working under pressure and handling difficult situations (4.46), and knowledge of room types, rates, and availability (4.42), reflecting strong capabilities in guest engagement, crisis management, and operational knowledge, aligning well with needs. Most other competencies, including front office procedures (3.60), using property management systems (3.64), handling guest inquiries (3.62), telephone etiquette (3.72), processing payments (3.64), managing reservations (3.62), security procedures (3.52), and multitasking (3.64), are Often Observed, indicating consistent but not exceptional skills, possibly due to limited advanced training. The most

critical gap is foreign language proficiency (1.98, Rarely Observed), remains a weak area, consistent with academic findings. The industry's emphasis on customer service aligns with academic training, supporting Wang et al. (2020).

These findings suggest a partial misalignment between the BSHM curriculum and industry expectations, particularly in technical and linguistic skills. The results could recommend curriculum enhancements, such as advanced PMS training, simulation-based exercises, and mandatory foreign language courses, alongside industry partnerships for practical experience. These improvements would better prepare graduates for front office roles, enhancing employability and industry alignment.

Table 8 Skills Required by Hospitality Industry in Terms of Front Office Operations

Competency/Skill	Mean	Interpretation
Front Office Operations		
1. Knowledge of front office procedures (check-in/check-out, reservations, guest services)	3.60	Often Observed
2. Proficiency in using property management systems (PMS)	3.64	Often Observed
3. Ability to handle guest inquiries, requests, and complaints	3.62	Often Observed
4. Skills in guest relations and customer service	4.52	Highly Observed
5. Knowledge of telephone etiquette and communication protocols	3.72	Often Observed
6. Ability to handle cash and process payments	3.64	Often Observed
7. Knowledge of room types, rates, and availability	4.42	Highly Observed
8. Ability to manage reservations and room inventory	3.62	Often Observed
9. Knowledge of security procedures and guest safety	3.52	Often Observed
10. Ability to work under pressure and handle difficult situations	4.46	Highly Observed
11. Foreign language proficiency	1.98	Rarely Observed
12. Simultaneous handling of various tasks	3.64	Often Observed
Grand Mean	**3.70**	**Often Observed**

Table 9 emphasizes that housekeeping skills are highly valued (M=4.10), "Often Observed". There are six competencies that are Highly Observed: working efficiently and meeting deadlines (4.68), housekeeping procedures and standards (4.48), maintaining cleanliness and hygiene (4.48), handling guest requests (4.42), safety and security procedures (4.36), and using cleaning equipment and chemicals (4.26), indicating strong alignment with industry needs for hygiene, guest satisfaction, safety, and efficiency. Other competencies, linen and laundry operations (4.18), cleaning techniques (3.64), managing staff and schedules (3.58), handling lost and found items (3.72), inventory management (3.72), and waste management (3.74) are Often Observed, suggesting

consistent but not exceptional skills, potentially due to limited advanced training in supervisory or specialized areas. The lowest scores in staff management (3.58) and cleaning techniques (3.64) highlight gaps in leadership and technical expertise. These findings show strong but incomplete alignment with industry expectations. The results could recommend curriculum enhancements, including leadership training, advanced cleaning technique modules, and practical inventory and waste management exercises, alongside industry partnerships for hands-on experience. These improvements would better prepare graduates for housekeeping roles, enhancing employability and industry alignment.

Table 9 Skills Required by Hospitality Industry in Terms of Housekeeping Operations

Competency/Skill	Mean	Interpretation
Housekeeping Operations		
1. Knowledge of housekeeping procedures and standards (room cleaning, laundry, maintenance)	4.48	Highly Observed
2. Proficiency in using cleaning equipment and chemicals	4.26	Highly Observed
3. Ability to maintain cleanliness and hygiene in guest rooms and public areas	4.48	Highly Observed
4. Skills in handling guest requests related to housekeeping services	4.42	Highly Observed
5. Knowledge of linen and laundry operations	4.18	Often Observed
6. Ability to manage housekeeping staff and schedules	3.58	Often Observed
7. Knowledge of safety and security procedures in housekeeping	4.36	Highly Observed
8. Ability to handle lost and found items	3.72	Often Observed
9. Knowledge of inventory management for cleaning supplies and linens	3.72	Often Observed
10. Ability to work efficiently and meet deadlines	4.68	Highly Observed
11. Knowledge of different cleaning techniques	3.64	Often Observed
12. Knowledge of waste management and recycling procedures	3.74	Often Observed
Grand Mean	**4.10**	**Often Observed**

The industry's high expectations for hygiene and efficiency match academic focus, as noted by Nguyen & Tran (2021). Interestingly, the industry rating on the required skills in housekeeping that is significantly higher than the academe's perception of taught competencies means that this is a critical finding, suggesting that the BSHM program might be underestimating the importance or the depth of training required for housekeeping operations, a department crucial for guest satisfaction and hotel reputation (Taylor & Francis Online, 2025). It further emphasized the need for comprehensive training in both technical and soft skills for housekeeping staff to enhance service quality.

Table 10 reflects that events management skills have a mean of 2.85, "Sometimes Observed", highlights significant gaps for the academe and the Industry." Four competencies are Often Observed: providing on-site support during event execution (3.76), assisting in post-event activities like evaluation and feedback (3.70), event logistics including venue setup and F&B (3.62), and professional client communication (3.50), indicating moderate proficiency in operational and communication tasks, likely from practical training. However, most competencies reveal deficiencies: coordinating with clients and vendors (2.70), event marketing (2.86), understanding event type requirements (2.60), vendor negotiation (2.66), and on-site execution with troubleshooting (2.02) are Sometimes Observed, suggesting limited strategic and adaptive skills. Rarely Observed competencies—understanding the event planning cycle (1.90), budget preparation (2.44), and risk assessment (2.40)—reflect severe gaps in planning, financial, and risk management skills.

These findings indicate a significant misalignment between the BSHM curriculum and industry needs. The results could recommend curriculum enhancement, including modules on event planning, budgeting, marketing, and risk assessment, with simulation-based training and internships for practical experience. These changes would better prepare graduates for events management roles, enhancing employability and industry alignment. Weaknesses in event planning and risk assessment mirror academic gaps, highlighting a need for curriculum enhancement (Park & Choi, 2022).

Table 10 Skills Observed/Required by Hospitality Industry in Terms of Events Management

Competency/Skill	Mean	Interpretation
Events Management		
1. Understanding the event planning cycle (from concept to evaluation)	1.90	Rarely Observed
2. Assisting in event budget preparation and monitoring	2.44	Rarely Observed
3. Assisting in coordinating with clients, suppliers, and vendors festivals, social events)	2.70	Sometimes Observed
4. Basic knowledge of event marketing and promotion methods	2.86	Sometimes Observed
5. Assisting in event logistics (venue setup, tech needs, F&B)	3.62	Often Observed
6. Providing on-site support during event execution	3.76	Often Observed
7. Basic event risk assessment and contingency planning	2.40	Rarely Observed
8. Assisting in post-event activities (evaluation, feedback collection)	3.70	Often Observed
9. Understanding requirements for different event types (meetings, local festivals, social events)	2.60	Sometimes Observed
10. Professional client communication and coordination	3.50	Often Observed
11. Effectively managing on-site event execution, including troubleshooting and adapting to changes.	2.02	Sometimes Observed
12. Selecting, negotiating with, and coordinating external event suppliers and vendors (e.g., caterers, AV, venue).	2.66	Sometimes Observed
Grand Mean	**2.85**	**Sometimes Observed**

Table 11 shows that crisis management skills have a mean of 3.23, "Sometimes Observed". It reveals notable gaps between the academe and the industry. The standout competency, prioritizing guest and staff safety during emergencies (4.32, Highly Observed), shows strong decision-making under pressure. Often Observed skills include identifying safety and health risks (3.82), handling minor security incidents (3.62), responding to food safety crises (3.62), natural disaster preparedness (3.60), business continuity (3.58), and crisis communication (3.54), indicating moderate proficiency in risk management and communication. However, *Sometimes Observed* competencies like fire incident procedures (2.84) and post-incident documentation (2.60), and Rarely Observed skills such as medical emergency responses (2.26), first aid knowledge (2.44), and data privacy/cybersecurity procedures (2.52), highlight critical deficiencies in health, emergency, and data protection skills.

Table 11 Skills Required by Hospitality Industry in Terms of Crisis Management

Competency/Skill	Mean	Interpretation
Crisis Management		
1. Identifying potential safety, security, and health risks specific to hospitality operations.	3.82	Often Observed
2. Knowing and applying basic emergency response procedures for fire incidents.	2.84	Sometimes Observed
3. Knowing and applying basic response procedures for medical emergencies involving guests or staff.	2.26	Rarely Observed
4. Executing preparedness and initial response protocols specifically for typhoons, flooding, or earthquakes common in the region.	3.60	Often Observed
5. Communicating clearly, calmly, and accurately to guests and staff during a crisis or emergency situation.	3.54	Often Observed
6. Prioritizing and taking appropriate actions to ensure guest and staff safety during various emergencies.	4.32	Highly Observed
7. Possessing basic first aid knowledge and understanding when/how to provide initial assistance.	2.44	Rarely Observed
8. Appropriately handling and de-escalating minor security incidents (e.g., guest disturbances, reports of theft).	3.62	Often Observed
9. Responding effectively to potential food safety crises or guest complaints related to foodborne illness.	3.62	Often Observed
10. Understanding basic procedures for handling incidents related to guest data privacy or minor cybersecurity concerns.	2.52	Rarely Observed
11. Performing basic documentation and reporting procedures accurately following an incident or emergency drill.	2.60	Sometimes Observed
12. Understanding the importance of business continuity basics after a crisis event impacts operations.	3.58	Often Observed
Grand Mean	**3.23**	**Sometimes Observed**

These findings suggest a partial misalignment with industry needs. This discrepancy suggests a need for stronger industry-academia collaboration (Liu & Wang, 2023). The results could recommend curriculum reforms, including mandatory first aid, medical emergency, and cybersecurity training, with simulation-based exercises and industry partnerships for practical experience. These changes would better prepare graduates for crisis management, enhancing employability and industry alignment.

Table 12 reveals that there are significant differences in perception for most competency areas, highlighting potential gaps between the learning competencies taught in the university by the BSHM program faculty and the skills required/observed by employers in the hospitality industry. There is a significant difference (Sig. = 0.000) in the perception of Food and Beverage (F&B) Operations competencies. The academe (Mean = 3.8500) rated these competencies higher than the industry (Mean = 3.2400), with a mean difference of 0.61000. This significant gap suggests that while faculty members believe they are adequately preparing students in F&B operations, industry stakeholders perceive graduates as possessing these skills to a lesser extent or find the academic preparation less aligned with their actual needs. This disparity is a common theme in hospitality education research. For instance, studies have highlighted that while students may receive theoretical knowledge, the industry often seeks more hands-on experience, adaptability, and familiarity with current F&B trends, including technology integration and sustainability practices (Su, 2020; Berezina et al., 2021). Kim and Kim (2021) also emphasized the increasing importance of innovation and specialized knowledge in F&B, which might contribute to this perceived gap if academic curricula are not rapidly updated. The industry's lower mean could reflect a need for graduates to have more developed practical skills in areas like cost control, advanced culinary techniques, or beverage management that go beyond foundational knowledge.

Table 12 Test of Difference between the Learning Competencies Taught in the University by the Faculty of the BSHM program and the Skills Required by the Employer in the Industry

Competency	Industry Sector	Mean	Mean Difference	Sig.	Interpretation
Food and Beverage Operations	Academe	3.8500	0.61000	0.000	Significant
	Hotel/Industry	3.2400			
Front Office Operations	Academe	3.9817	0.28333	0.000	Significant
	Hotel/Industry	3.6983			
Housekeeping Operations	Academe	3.9917	-0.11333	0.001	Significant
	Hotel/Industry	4.1050			
Events Management	Academe	2.8800	0.03333	0.355	Not Significant
	Hotel/Industry	2.8467			
Crisis Management	Academe	3.0367	-0.19333	0.000	Significant
	Hotel/Industry	3.2300			

A significant difference (Sig. = 0.000) is also observed for Front Office Operations. The academe's mean score (3.9817) is higher than the industry's mean score (3.6983), with a mean difference of 0.28333. Similar to F&B operations, the academe perceives a higher level of competency development in front office operations than what is observed or required by the industry. Front office roles are critical for guest satisfaction and require a blend of technical skills (e.g., Property Management Systems) and strong interpersonal or soft skills (Mohanty & Biswal, 2021). While academic programs often cover these areas, the industry might be looking for a deeper level of proficiency in problem-solving, upselling, managing difficult guest interactions, and a more nuanced understanding of customer relationship management that comes with practical exposure (Kusluvan et al., 2020). Al-Refaai et al. (2022) noted the necessity for graduates to possess enhanced communication and digital literacy skills, which, if perceived as lacking by the industry, could explain this difference.

For Housekeeping Operations, there is a significant difference (Sig. = 0.001), but the direction of the difference is reversed. The industry (Mean = 4.1050) rated these competencies higher than the academe (Mean = 3.9917), with a mean difference of -0.11333. This finding indicates that the hospitality industry places a higher value on, or has a greater need for, strong housekeeping competencies than what the academe currently emphasizes or perceives as being taught. Housekeeping is a fundamental aspect of hotel operations, directly impacting guest satisfaction, safety, and loyalty, especially in the post-pandemic era with heightened hygiene expectations (Seyitoğlu & Stankov, 2021; Poudel & Dhewaju, 2023). The industry's higher mean suggests that academic programs might be underestimating the complexity and importance of this department, potentially focusing more on other "front-of-house" roles. Roldan et al. (2022) emphasized that housekeeping management requires skills in staff training, inventory control, quality assurance, and understanding of sustainable practices, which may need more focused attention in BSHM curricula.

However, there is no significant difference (Sig. = 0.355) in the perception of Events Management competencies between the academe (Mean = 2.8800) and the industry (Mean = 2.8467). The mean difference is very small (0.03333). Both the academe and industry rated Events Management competencies relatively low (around 2.8, interpreted as "Sometimes Observed"). This suggests that while there's no disagreement on the level of competency, that level itself might be insufficient. The events sector has undergone significant transformation, with a greater need for skills in virtual and hybrid event planning, digital marketing, risk management, and sustainability (Musavengane et al., 2020; Park & Kim, 2022). If both groups perceive these competencies as only "sometimes observed," it points to a systemic area for improvement in BSHM programs to better equip graduates for the dynamic events industry. Strielkowski et al. (2021) highlighted the digital transformation in tourism and events, requiring new skill sets that may not yet be fully integrated into academic offerings.

A significant difference (Sig. = 0.000) exists for Crisis Management competencies. The industry (Mean = 3.2300) rated these skills higher than the academe (Mean = 3.0367), with a mean difference of -0.19333. Similar to housekeeping, the industry places a significantly higher emphasis on crisis management skills than what the academe perceives it teaches. This is a critical gap, particularly given the numerous crises (health, economic, geopolitical) that have impacted the hospitality industry in recent years (Jiang & Wen, 2020; Okumus et al., 2020). Industry professionals are acutely aware of the need for graduates to be prepared to handle unforeseen events, manage risks, communicate effectively during crises, and ensure business continuity (Breier et al., 2021). Kaur and Sharma (2022) stressed the importance of resilience and adaptive leadership in hospitality, skills that are honed through robust crisis management training. The BSHM program may need to significantly bolster its curriculum in this area to meet the heightened expectations and practical needs of the industry. The findings from Table 4 highlight several crucial areas where the BSHM program's curriculum and pedagogical approaches may need re-evaluation to better align with the skills requirements of the hospitality industry.

IV. DISCUSSION

Learning competencies of the program and the skills needed in the hospitality industry.

The primary focus of this study was to determine the learning competencies of the program and the skills needed in the hospitality industry.

➢ *Specifically, it sought to find answers to the following:*

• *What is the Profile of the Respondents in Terms of:*

✓ Position Level
✓ Industry Sector
✓ Years of Experience
✓ Highest Educational Attainment

• *What are the learning competencies of the BS Hospitality Management program in terms of the following:*

✓ Food and Beverage Operations
✓ Front Office Operations
✓ Housekeeping Operations
✓ Events Management
✓ Crisis Management

• *What are the skills required by employers in the hospitality industry to ensure high performance and competitiveness?*
• *Is there a significant difference between the learning competencies taught in the university by the faculty of the BSHM program and the skills required by the employer in the industry?*

A descriptive correlation method was employed for this research paper which was used to link the desired learning competencies, as determined by the respondents of this study, with the existing expectations and demands of the current hospitality landscape in Eastern Samar. Specifically, a quantitative methodology was utilized for more accurate data interpretations and to effectively analyze the alignment between educational programs in Hospitality Management and industry expectations.

This study employed a purposive sampling method. A total of 100 respondents were the respondents for this study which conforms to the number of acceptable size, fifty (50), for a correlational study. These number of respondents established a reliable result. To interpret the response on the learning competencies of the BS Hospitality Management program and the skills required by employer in the hospitality industry, Likert scale was used. To measure the strength and direction of the relationship between the learning competencies taught by faculty and the skills required by employers in the hospitality industry, correlation coefficient, T-test was used. The gathered data was processed using basic measures of central tendency and other statistical measures which include frequency counts, weighted mean, and percentages. The study also incorporated a correlation data treatment through T-test at 0.05 level of significance. Tabulated data was made using Microsoft Excel. The data analysis was done using appropriate statistical tools.

➢ *Learning Competencies of BSHM Graduates*
The data highlights that BSHM graduates excel in "Highly Observed" skills, including knowledge of food and beverage products 4.52, food safety and sanitation 4.52. These reflect effective training in customer service, safety compliance, and operational adaptability, aligning with

industry needs for quality service and efficiency. However, the lowest score, knowledge of different cuisines and dietary requirements 3.20 interpreted as "Sometimes Observed", reveals a significant deficiency in addressing diverse culinary needs, a critical industry requirement. These findings highlight a partial misalignment between BSHM graduate competencies and industry expectations, particularly in specialized, financial, and inclusive skills. The evaluation of Food and Beverage Operations competencies, with an overall grand mean of 3.85 interpreted as "Often Observed", offers critical insights for this study indicating a strong emphasis on the BSHM curriculum.

The highest mean score in housekeeping operations was recorded in knowledge of housekeeping procedures and standards, with a rating of 4.32 interpreted as "Often Observed". This suggests effective training in essential areas such as core housekeeping tasks, hygiene practices, time management, and guest interaction key competencies that align with industry standards for quality and efficiency. In contrast, the lowest mean score was observed in inventory management at 3.44 interpreted as "Sometime Observed", highlighting a significant gap in cost-effective resource handling. The overall grand mean of 3.99, also interpreted as "Often Observed," indicates a consistent commitment to operational improvement within the housekeeping department.

The events management competencies recorded a lower overall grand mean of 2.88 interpreted as "Sometimes Observed", suggesting a weaker curricular emphasis in this area. Notably, only two competencies were rated as often Observed: providing on-site support during event execution 4.40 and assisting in post-event activities such as evaluation and feedback collection 4.30. These results indicate strong operational and follow-up skills, likely developed through hands-on practical training. However, a major concern is the "Not at All Observed" rating in coordinating with external vendors 1.66, which reflects a critical deficiency in vendor management skills an essential component of effective event planning.

Crisis management competencies yielded an overall grand mean of 3.04 interpreted as "Sometimes Observed", indicating moderate exposure to crisis-related skills. The highest-rated competency was understanding the basics of business continuity, with a score of 3.68 interpreted as "Often Observed", reflecting some familiarity with maintaining operations during disruptions. However, a significant concern is the "Not at All Observed" rating of executing protocols for natural disasters such as typhoons or earthquakes 1.66. This highlights a critical gap in preparedness particularly concerning given the region's vulnerability to such events.

➢ *Skills Required by Employer in the Hospitality Industry*
The industry rates food and beverage operations skills with an overall grand mean of 3.24 interpreted as "Sometimes Observed", revealing notable gaps between academic training and industry expectations. A Highly Observed competency is knowledge of food safety and sanitation standards (4.42), indicating strong alignment with industry requirements for

hygiene and compliance. However, the most critical concern is the "Rarely Observed" rating for proficiency in food preparation and cooking techniques (2.54), which underscores a significant deficiency in culinary skills an essential area for effective food and beverage service.

The analysis of Front Office Operations reveals an overall grand mean of 3.70 interpreted as "Often Observed", indicating generally strong performance in this area. The highest-rated competency was guest relations and customer service 4.52 interpreted as "Often Observed, reflecting well-developed skills in guest engagement and alignment with industry expectations. However, the most critical gap lies in foreign language proficiency, which received a interpreted as rating of 1.98. This persistent weakness, consistent with academic findings, highlights a pressing need to enhance multilingual communication skills within the curriculum.

Housekeeping operations are highly valued, with an overall grand mean of 4.10 interpreted as "Often Observed", indicating strong though not fully comprehensive alignment with industry expectations. The highest-rated competency, working efficiently and meeting deadlines 4.68 interpreted as "Highly Observed" reflecting excellent performance in meeting the industry's demand for productivity and time management. However, the lowest-rated competency, staff management (3.58), points to a notable gap in interpreted as, suggesting an area for further development in preparing students for managerial roles.

The study indicates that events management skills have an overall grand mean of 2.85 interpreted as "Sometimes Observed", highlighting significant gaps between academic preparation and industry requirements. The competency "providing on-site support during event execution" scored 3.76 interpreted as "Often Observed", suggesting moderate proficiency in operational and communication tasks likely developed through hands-on training. However, the "Rarely Observed" rating for understanding the event planning cycle 1.90 interpreted as "Not at all Observed" reveals severe deficiencies in planning, budgeting, and risk management competencies, which are essential for comprehensive event execution.

Similarly, crisis management skills show an overall grand mean of 3.23 interpreted as "Sometimes Observed", further underscoring a disconnect between educational outcomes and industry expectations. The highest-rated competency, "prioritizing guest and staff safety during emergencies" 4.32 interpreted as "Often Observed", reflects strong decision-making and situational awareness under pressure. In contrast, "medical emergency responses" received a "Rarely Observed" score of 2.26, pointing to critical gaps in health, emergency response, and data protection capabilities—areas vital to effective crisis handling.

The Test of Difference between the Learning Competencies Taught in the University by the Faculty of the BSHM program and the Skills Required by the Employer in the Industry reveals that there are significant differences in

perception for most competency areas, highlighting potential gaps between the learning competencies taught in the university by the BSHM program faculty and the skills required/observed by employers in the hospitality industry. There is a significant difference (Sig. = 0.000) in the perception of Food and Beverage (F&B) Operations competencies. The academe (Mean = 3.8500) rated these competencies higher than the industry (Mean = 3.2400), with a mean difference of 0.61000. This significant gap suggests that while faculty members believe they are adequately preparing students in F&B operations, industry stakeholders perceive graduates as possessing these skills to a lesser extent or find the academic preparation less aligned with their actual needs. This disparity is a common theme in hospitality education research. The industry's lower mean could reflect a need for graduates to have more developed practical skills in areas like cost control, advanced culinary techniques, or beverage management that go beyond foundational knowledge.

A significant difference (Sig. = 0.000) is also observed for Front Office Operations. The academe's mean score (3.9817) is higher than the industry's mean score (3.6983), with a mean difference of 0.28333. Similar to F&B operations, the academe perceives a higher level of competency development in front office operations than what is observed or required by the industry. While academic programs often cover these areas, the industry might be looking for a deeper level of proficiency in problem-solving, upselling, managing difficult guest interactions, and a more nuanced understanding of customer relationship management that comes with practical exposure.

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A significant difference (Sig. = 0.000) exists for Crisis Management competencies. The industry (Mean = 3.2300)

rated these skills higher than the academe (Mean = 3.0367), with a mean difference of -0.19333. Similar to housekeeping, the industry places a significantly higher emphasis on crisis management skills than what the academe perceives it teaches. The BSHM program may need to significantly bolster its curriculum in this area to meet the heightened expectations and practical needs of the industry. The findings from Table 4 highlight several crucial areas where the BSHM program's curriculum and pedagogical approaches may need re-evaluation to better align with the skills requirements of the hospitality industry.

V. CONCLUSION

The findings of this study reveal both encouraging alignments and concerning gaps between the BSHM program's learning competencies and industry requirements. While both sectors agree on the importance of customer service, operational knowledge, and cleanliness standards, significant disparities exist in how these competencies are prioritized and developed. The most notable conclusion is that academe generally perceives higher competency development in areas like food and beverage and front office operations than what industry observe in practice. This suggests that while theoretical knowledge may be well-covered in the curriculum, practical application skills might be lacking. Conversely, industry places greater emphasis on housekeeping and crisis management competencies than is currently reflected in academic programs.

The mutual recognition of weakness in events management indicates a shared awareness of the need for improvement in this increasingly important sector of hospitality. Similarly, the consistently low ratings for foreign language proficiency point to a critical skill deficiency in an increasingly globalized industry. The significant differences in perception between academe and industry underline the need for closer collaboration in curriculum development and implementation. The finding suggests that the current BSHM program may be somewhat disconnected from evolving industry needs, particularly in areas requiring practical application, crisis response, and specialized skills for emerging sectors like events management. The study also highlights the dynamic nature of hospitality competency requirements, with industry increasingly valuing adaptability, crisis management, and practical operational skills alongside traditional customer service competencies. This evolution demands continuous curriculum review and updating to ensure graduates are adequately prepared for industry roles.

ACKNOWLEDGEMENT

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