Assessing the Competence and Skills of Hospitality and Tourism Management Students

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Abstract— Competencies and abilities must be taken into account and evaluated since they become significant priority and influence on how twenty-first century learners studying hospitality and tourism management perform in the organization or setting in which they will be employed. This study assessed the competence and skills of learners studying hospitality and tourism management. The competency domain model by Paul Sandwith and the educational value of captive hotels were the frameworks in this study supported by R.A. 7686, also known as the Dual Training System Act of 1994. A descriptive-correlational survey design was used to assess the different competences and skills of learners studying hospitality and tourism management. Descriptive statistics identified the assessment of the competence and skills of target respondents. Chi-Square test was used to determine the significant relationships between the respondents' profile and their competence and skill levels. Correlational analyses revealed that there was a significant correlation between the respondent's profile and competence, particularly with regard to age, administrative domain, year level, leadership, and interpersonal domains. Further, significant correlations exist between respondents' competence and skill levels. This study recommends professional development for teachers and curriculum improvement in the intended institution to enhance delivery and achieve long-term efficacy of the curriculum.

Keywords— Competence, skills, hospitality and tourism.

I. INTRODUCTION

The expansion of the hotel and tourism industries has increased the demand for experts in the management field and led to the establishment of educational institutions focused on the sector (Kim, Jung, & Wang, 2016). Schools and universities were founded to equip students with the competencies and skills required by the industry. 14 out of every 100 employed Filipinos in 2019 worked in sectors related to tourism. In 2018, there were 5.36 million jobs in the tourism industry, and in 2019, there were 5.71 million. This generates an additional 350,000 jobs tied to tourism (Puyat, 2022). There is no denying that courses in hospitality and tourism management are well-liked by many new college students. The program, as mentioned above, is offered at more than 500 schools in the Philippines. These students must be adequately trained and equipped by their schools and colleges to be proficiently competent and skilled enough to perform in the hospitality and tourist sectors.

According to Republic Act no. 7686 of the Labor Code of the Philippines, the act declared the country's policy to strengthen workforce education and training in the country so that the latter can be assured of an ever-increasing supply of educated and trained workers with the necessary skills and good work habits and attitudes. R.A. 7686, also known as the "Dual Training System Act of 1994," aims to enhance graduates' job prospects and efficiency by teaching them analytical and innovative problem-solving skills, devious competencies that meet employment requirements, values, and attitudes that emphasize professional behavior, quality orientation, work ethic, authenticity, identity, and patriotism. It is impossible to overestimate the importance of work-integrated learning since it exposes students to situations they will face in the real world and helps them develop the abilities employers are looking for (Spowart, 2011). Higher education providers must meet the industry's graduate expectations. For a competency-based curriculum to be presented, students must comprehend, be competent to apply, and execute the knowledge, skills, and abilities that the industry requires (Cecil & Krohn, 2012).

According to Dhiman (2012), students in tourism are not well prepared to take on initial roles in many operational and managerial sectors and must undergo lengthy training before becoming fully functional in a tourism company. Many businesses and recruiters expect tourism students to be multi-skilled, yet, it may be impractical to expect them to be multi-skilled and have the diverse skills the tourism industry seeks. The transfer from university to work environment can be stressful for fresh graduates who are not adequately prepared. Their job aspirations may be lofty, but they rarely live up to them. This discrepancy between student aspirations and reality should be addressed during their studies through various forms of industry interaction, such as internships (Valdez, Alcantara, Pamintuan, Relos, & Castillo, 2015). Hospitality and tourism students must be knowledgeable and prepared for real-world work after graduation.

Higher education plays a vital role in allowing modifying these industry trends. Programs in hospitality and tourism management (HTM) are at the forefront of ensuring graduates are well-prepared for top positions in this rapidly expanding sector. According to (Jack, Stansbie, & Scianiri, 2017), industry and academic experts concur that conceptual/creative talents are last among the skills to master before graduating, with administrative, interpersonal, and leadership skills coming in second and third. These competencies and skills must be considered and assessed because these mainly impact the performance of every Hospitality and Tourism

Management student in the company or establishment they will work with. Students will only be successful if they are introduced to the ever-changing world of opportunities. In this study, the researcher's goal is to evaluate the knowledge and abilities of undergraduate students enrolled in hospitality and tourism management courses. Additionally, the students' preparedness as the new service provider in the tourism sector can also be analyzed. Developing and nurturing significant competencies and skills leads to better career and job satisfaction.

II. METHODOLOGY

This study used adapted and modified questionnaires and the descriptive-correlational research technique. Frequency count and percent, weighted mean, and chi-square statistical tools will be used to analyze and interpret the data. The correlation design was used to know whether there are significant relationships between and among respondents' profiles, level of proficiency competence, and skills level. Further, it was utilized to establish a substantial connection between the respondents' skill and competence levels.

The study was conducted at the Cebu Roosevelt Memorial College from April– June 2022. Cebu Roosevelt Memorial College is a private, higher institution in Bogo City, Cebu. The participants in this survey were college students in the hospitality and tourism management program at Cebu Roosevelt Memorial Colleges, Inc.'s college of commerce in Bogo City, Cebu, in SY. 2021–2022. The sample size was established through purposive sampling—a total of 219 respondents from the students taking up HTM programs. A modified questionnaire survey was used to collect information on respondents' profiles, competence level, and skills level of instruction—the questionnaire entitled, Assessing the Competence and Skills of Hospitality and Tourism Management Students. The respondents' profiles in terms of their age, gender, course, and year level were compiled in Part I. Part II was used to gather the respondents' level of proficiency competence which is composed of five areas that include conceptual and creative domain (5 items), leadership domain (5 items), interpersonal domain (5 items), administrative domain (5 items), and technical domain (5 items). Part III was used to collect respondents' skills level, which is composed of five areas that include customer problem-solving skills (5 items), human resource management skills (5 items), oral communication skills (5 items), written communication skills (5 items), and understanding on management principle (5 items).

The research instrument was pilot tested on the HTM students of Cebu Roosevelt Memorial Colleges. The reliability and internal consistency of the device were assessed using Cronbach's Alpha. The column that best reflects the degree of manifestation of the respondents' competence and skills level was checked by each respondent when they evaluated themselves on each item. The methods used to collect the data and apply the statistical analysis are described in this section. A letter was sent to the school president for permission, and a separate letter was sent to the Dean of the College of Commerce after the approval of the school president. With the college deans' support, a letter of implied consent was sent to the respondents.

With the assistance of the department deans, the survey was sent via email to the responders or made available through Google Classroom. Participants were given a thorough explanation of the instrument's item(s), assurances that their answers would be used for the study, and maintained strict confidence. A semi-structured interview was conducted to confirm reasons to validate the opinions and responses of questionnaire respondents.

III. RESULTS AND DISCUSSION

This study aimed to assess your competence and skills in different domains and factors that students can use as their equipment upon graduation among Hospitality and Tourism students at the Cebu Roosevelt Memorial Colleges, Bogo City, Cebu School Year 2021 – 2022. The findings from this study were organized in tables presenting the basis of a proposed plan of action.

Table 1 shows the respondents' age, gender, course, and year-level profile. This study showed that 30.0 percent of the respondents were 22 years old, followed by 20 years of age at 24.3 percent and 21 years old at 23.6 percent. Meanwhile, regarding gender, the majority (70.7%) were female respondents, and only 29.3 percent were male respondents. Regarding the courses, most respondents are taking up Bachelor of Science in Hospitality Management- F&B with 41.4 percent, followed by Bachelor of Science in Hospitality Management- General with 37.9 percent. Table 2 also reflected that most respondents came from the third-year level at 35.7 percent, followed by the first-year class at 30.0 percent. Age, gender, course, and year level of the respondents were essential variables in determining the assessment of skills and competence of Hospitality and Tourism Managements.

Table 1
Respondents' Profile

Profile	Frequency	Percentage
Age		
18	1	.7
19	11	7.9
20	34	24.3
21	33	23.6
22	42	30.0
23	9	6.4
24	7	5.0
25	1	.7
32	1	.7
38	1	.7
Gender		
Male	41	29.3
Female	99	70.7
Course		
Bachelor of Science in Tourism Management	29	20.7
Bachelor of Science in Hospitality Management- F&B	58	41.4
Bachelor of Science in Hospitality Management- General	53	37.9
Year Level		
First Year	42	30.0
Second Year	31	22.1
Third Year	50	35.7
Fourth Year	17	12.1

Respondents' Level of Competence

In this study, the respondents' competence level was assessed in terms of the following: conceptual/creative domain, leadership domain, interpersonal domain, administrative domain, and technical domain.

Conceptual/Creative Domain. Table 2 shows the respondents' level of competence in the abstract/creative domain, which displayed an overall mean of 4.25, interpreted as "*high level.*" The top 3 in rank among the items include the statements: "*I expect to face the challenges in the hands-on experience of the hospitality and tourism industry*" (M=4.37), indicating a high level, followed by "*I understand the general concept of the hospitality and tourism industry*" (M=4.31) and "*I can Identify and improve processes important to the industry*" (M=4.27). This implies that respondents of the study could grasp ideas and concepts quickly. They were able to use their skills to generate ideas and figure out how to use them in the company's context.

Table 2
Respondents' Level of Competence in terms of Conceptual/Creative Domain

Indicators	Mean	Description	Rank
1. I understand general the general concept of the hospitality and tourism industry.	4.31	High Level	2
2. I develop a personal perspective such as exploring beliefs, arguments and theories.	4.14	Moderately High Level	4.5
3. I expect to face the challenges in the hands-on experience of the hospitality and tourism industry.	4.37	High Level	1
4. I am able to make a decision because of the data I have.	4.14	Moderately High Level	4.5
5. I am able to Identify and improve processes important to the industry.	4.27	High Level	3
Overall Mean:	**4.25**	**High Level**	

Meanwhile, the indicators found at the bottom 2 in rank were as follows: "*I develop a personal perspective such as exploring beliefs, arguments and theories*" (M=4.14) and "*I can make a decision because of the data I have*" (M=4.14) which are interpreted as "*Moderately High.*" Consequently, it can be inferred that respondents have slight difficulties making decisions based on their perspectives and resources.

Leadership Domain. Table 3 shows the respondents' level of competence in leadership, which displayed an overall mean of 4.23, interpreted as "*high level.*" The top 3 in rank among the items include the statements: "*I go beyond self-interest for the good of the organization*" (M=4.34), indicating a high level, followed by "*I strive to achieve positive working relations with people based on the perception of work interaction*" (M=4.29) and "*I make sure to demonstrate professional appearance and poise*" (M=4.24). This implies that leadership is thinking for the good of the organization rather than for self-interest, having good working relationships with the people in the organization, maintaining professional standards and ethics, and demonstrating professional appearance. The leadership competence of school teachers indirectly influences the achievements of

students because it has a positive impact on the social behavior of their students.

Meanwhile, the indicators found at the bottom 2 in rank were as follows: "*I always maintain professional and ethical standards in the work environment*" (M=4.20) and "*I operate effectively and calmly under pressure or in a crisis*" (M=4.08) which were interpreted as "*Moderately High.*" Consequently, it can be inferred that students need to prepare themselves for any situation, particularly unforeseen circumstances that cannot be controlled in the industry.

Leadership competence is — the knowledge, abilities, skills, and other qualities that a leader possesses to inspire or direct others to accomplish tasks in a way that advances organizational goals (Fowler, 2018). A school principal must be effective in four leadership facets that are viewed as one construct of leadership competence in the educational organization: instructional competence, professional competence, motivational competence, and managerial conduct (Goden et al., 2016). These characteristics have allegedly been linked to the educational environment (Ross & Cozzens, 2016), teachers' motivation to work (Arman et al., 2016), and teachers' competencies (Ismail et al., 2018).

Table 3
Respondents' Level of Competence in terms of Leadership Domain

Indicators	Mean	Description	Rank
1. I operate effectively and calmly under pressure or in a crisis situation.	4.08	Moderately High Level	5
2. I always maintain professional and ethical standards in work environment.	4.20	Moderately High Level	4
3. I make sure to demonstrate professional appearance and poise.	4.24	High Level	3
4. I strive to achieve positive working relations with people based on perception of work interaction.	4.29	High Level	2
5. I go beyond self-interest for the good of the organization.	4.34	High Level	1
Overall Mean:	**4.23**	**High Level**	

The leadership competence of a school principal is associated with the school environment, as proposed by Ross and Cozzens (2016), and a teacher is a component of the educational setting. It is thought that teachers' social behavior and the school principal's leadership abilities are related. When deciding which part of leadership competency should emphasize pre-service or in-service training for school principals, stakeholders should consider the facts about this correlation. As a result, there is some room for improvement in the quality of instruction at schools.

Interpersonal Domain. Table 4 shows the respondents' level of competence in an interpersonal domain which displayed an overall mean of 4.38, interpreted as a "*high level.*" The top 3 in rank among the items include the statements: "*I am willing to work with teams or groups*" (M=4.51), indicating a high level, followed by "*I believe I can serve people enthusiastically in the hospitality and tourism industry*" (M=4.48) and "*I listen to other people's opinion and*

suggestion and open to new ideas" (M=4.48). This implies that respondents are willing to work with teams and groups. They believed that in the hospitality and tourism industry, different individuals with diverse cultural backgrounds met, and one should be open to the ideas and suggestions of others.

Table 4
Respondents' Level of Competence in terms of Interpersonal Domain

Indicators	Mean	Description	Rank
1. I am willing to work with teams or groups.	4.51	High Level	1
2. I work well with people from culturally diverse backgrounds.	4.33	High Level	4
3. I believe I can serve people enthusiastically in the hospitality and tourism industry.	4.48	High Level	2
4. I am good in conflict management and glad to talk about issues and problems with other people.	4.11	Moderately High Level	5
5. I listen to other people's opinion and suggestion and open to new ideas.	4.47	High Level	3
Overall Mean:	**4.38**	**High Level**	

Meanwhile, the indicators found at the bottom 2 in rank were as follows: "*I work well with people from culturally diverse backgrounds*" (M=4.33), which is interpreted as "High Level" and "*I am good in conflict management and glad to talk about issues and problems with other people*" (M=4.11) which is interpreted as "*Moderately High*." Consequently, it can be inferred that students need to be able to face a diverse group of people, as this is essential in working in the hospitality and tourism industry.

Interpersonal competence is those fundamental abilities used mainly in one-on-one interactions while interacting and relating to other people. Many people appear to presume an ability to communicate successfully that they do not possess, taking these talents for granted based on their interpersonal communication behavior. The proper actions must be taken repeatedly until they become ingrained to acquire interpersonal competency. Interpersonal abilities can be strengthened via deliberate efforts, like any other human skill. To effectively communicate with others, one must frequently challenge their behavior-forming while also shaping their own. Every interpersonal interaction must have a purpose to be successful, and every effort must be taken to avoid setting up win-lose situations wherever feasible (McConNell, 2018).

According to Butcher et al. (2012), the concepts of "interpersonal competence," "academic monitoring," and "academic motivation" can be used to analyze how adolescents perceive their school experiences. These elements significantly affect the student's academic success and healthy development.

Interpersonal competence improves overall health and happiness (Allen and Bowles, 2012). It was discovered that children's emotional well-being and school connectedness are highly correlated (Kidger, Araya, Donovan, and Gunnell, 2012), as academic achievement and compliance (Pittman and Richmond, 2007).

Administrative Domain. Table 5 shows the respondents' competence level in the administrative domain, which displayed an overall mean of 4.26, interpreted as "*high level*." The top 3 in rank among the items include the statements: "*I prefer to keep the work group focused on key priorities*" (M=4.36), indicating a high level, followed by "*I always use all resources to get the best result for the situation*" (M=4.36) and "*I prefer to coordinates planning efforts with other work groups*" (M=4.32). This implies that administrative competence is when resources are appropriately utilized so that priorities will be considered.

Further, one should be able to use people to translate goals into tangible tactics.

Table 5
Respondents' Level of Competence in terms of Administrative Domain

Indicators	Mean	Description	Rank
1. I prefer to keep the work group focused on key priorities.	4.36	High Level	1.5
2. I often translate strategic goals into specific tactics.	4.06	Moderately High Level	5
3. I identify action steps needed to complete a project.	4.21	High Level	4
4. I prefer to coordinates planning efforts with other work groups.	4.32	High Level	3
5. I always use all resources to get the best result for the situation.	4.36	High Level	1.5
Overall Mean:	**4.26**	**High Level**	

Meanwhile, the indicators found at the bottom 2 in rank were as follows: "*I identify action steps needed to complete a project*" (M=4.21) which is interpreted as "*High Level*" and "*I often translate strategic goals into specific tactics*" (M=4.06) which is interpreted as "*Moderately High*." Consequently, it can be inferred that students must follow steps, instructions, and even regulations to increase their professional development and job performance.

Administrative competence refers to the capacity of the school's administrators to organize, direct, coordinate, and plan the use of all the resources at their disposal to meet the school's needs. A school principal or administrator demonstrates competence in various ways, including leadership, communication, and supervision (Owan & Agunwa, 2019).

To manage the teaching and learning process better, schools must seek opportunities to improve teachers' professional growth and job performance, which can be accomplished through supervision. (Arong and Ogbadu, 2010).

Technical Domain. Table 7 shows the respondents' level of competence in the technical domain, which displayed an overall mean of 4.17, interpreted as a "*moderately high level*." The top 3 in rank among the items include the statements: "*I always make things convenient for the people around me*" (M=4.30), indicating a high level, followed by "*I implement ideas to improve service efficiency both for the establishment and the customer*" (M=4.21) interpreted as high level, and "*I often incorporate technology to improve the speed of*

service" (M=4.15) with an interpretation of moderately high level.

Meanwhile, the indicators found at the bottom 2 in rank were as follows: "*I am knowledgeable and skilled enough to do the actual work that the organization requires*" (M=4.11) and "*I have enough knowledge of product-service in the industry*" (M=4.05) which are interpreted as "*Moderately High.*" Consequently, it can be inferred that the students have considered these areas less concern for them since these statements and items got the lower percentage; this includes that students must know the product and services offered in the industry and must be knowledgeable enough to acquire the necessary competence and skills before they graduate.

Table 6
Respondents' Level of Competence in terms of Technical Domain

Indicators	Mean	Description	Rank
1. I am knowledgeable and skilled enough to do the actual work that the organization requires.	4.11	Moderately High Level	4
2. I always make things convenient for the people around me.	4.30	High Level	1
3. I implement ideas to improve service efficiency both for the establishment and the customer.	4.21	High Level	2
4. I often incorporate technology to improve speed of service.	4.15	Moderately High Level	3
5. I have enough knowledge of product-service in the industry.	4.05	Moderately High Level	5
Overall Mean:	**4.17**	**Moderately High Level**	

Hospitality undergraduates usually begin employment as company trainees (Lolli, 2013). At this level, graduates are expected to have technical competence (TC), or mastery of specific industry-required skill sets, as well as emotional competence (EC), or the ability to handle personal efficiently, guest, and subordinate issues while maintaining positive dynamic displays in situations that usually elicit an adverse emotional reaction (Chu & Murrmann, 2012; Delcourt, Gremler, Van Riel, & Van Birgelen, 2016). Nevertheless, academicians and practitioners have differing views on whether undergraduates of hospitality and tourism educational (HTE) programs possess the technical and emotional competencies that the industry is looking for (Millar, Mao, &Moreo, 2010; Sisson & Adams, 2013).

Respondents' Skills Level

In this study, the skill level of the respondents was assessed in terms of the following: solving customer problems, human resource management skills, oral communication skills, written communication skills, and understanding of management principles.

Solving Customer Problems. Results **s**hows the respondents' skills level in solving customer problems which displayed an overall mean of 4.27, interpreted as "*extensive experience.*" The top 3 in rank among the items include the statements: "*I prefer to develop positive customer relations*" (M=4.37), indicating an extensive experience, followed by "*I*

always make sure to maintain customer satisfaction*" (M=4.39) and "*I always make sure to solve customer problems*" (M=4.29). This implies that developing positive relations with your customer is the primary skill needed in the hospitality and tourism industry. You can interact with your consumers more personally with good customer relations. You are far more likely to comprehend their needs, address their problems, and establish a sense of mutual understanding when you powerfully connect with the target audience.

Table 7
Respondents' Skills Level in terms of Customer Problem-Solving Skills

Indicators	Mean	Description	Rank
1. I can recognize customer problem easily.	4.02	Good Experience	5
2. I always make sure to maintain customer satisfaction.	4.39	Extensive Experience	2
3. I am able to manage customer problems with understanding and sensitivity.	4.23	Extensive Experience	4
4. I prefer to develop positive customer relations.	4.44	Extensive Experience	1
5. I always make sure to solve customer problems.	4.29	Extensive Experience	3
Overall Mean:	**4.27**	**Extensive Experience**	

Meanwhile, the indicators found at the bottom 2 in rank were as follows: "*I can manage customer problems with understanding and sensitivity*" (M=4.23), which is interpreted as "*Extensive Experience*" and "*I can recognize customer problems easily*" (M=4.02) which is interpreted as "*Good Experience.*" Respondents understand and recognize customer problems to accommodate and serve their customers better.

Problem-solving skills help you solve issues quickly and effectively. It's one of the <u>critical skills employers</u> seek in job applicants, as employees with these skills tend to be self-reliant. Problem-solving skills require quickly identifying the underlying issue and implementing a solution (Tirol, 2022). Problem-solving is considered a <u>soft skill</u> (a personal strength) rather than a complex skill learned through education or training (Doyle, 2020).

The ability to solve problems increases shop floor productivity and communication. One of the top qualities businesses seek when hiring new staff is the capacity to boost a company's productivity and profitability. Recent industry polls reveal that companies value soft skills like problem-solving as essential to the success of their businesses (Muramatsu, 2014).

Human Resource Management Skills.

Shows the respondents' skills level regarding human resource management, which displayed an overall mean of 4.35, interpreted as "*extensive experience.*" The top 3 in rank among the items include the statements: "*I value the importance of people in a workplace*" (M=4.54), indicating an extensive experience, followed by "*I do not discriminate low qualifications of people"* (M=4.49) and "*I create an environment that supports continuous learning for people*" (M=4.41).

Table 8
Respondents' Skills Level in terms of Human Resource Management Skills

Indicators	Mean	Description	Rank
1. I establish a high degree of trust in my work group.	4.32	Extensive Experience	4
2. I am role model of a confident demeanor.	4.00	Good Experience	5
3. I do not discriminate low qualifications of people.	4.49	Extensive Experience	2
4. I value the importance of people in a workplace.	4.54	Extensive Experience	1
5. I create an environment that supports continuous learning for people.	4.41	Extensive Experience	3
Overall Mean:	**4.35**	**Extensive Experience**	

This implies that human resources are considered a critical resource in any organization and, therefore, must be given value and should be treated equally regardless of their qualifications. Further, an organization should provide an environment that fosters continuous learning for its people where trust is higher.

Meanwhile, the indicators found at the bottom 2 in rank were as follows: "*I establish a high degree of trust in my work group*" (M=4.32) which is interpreted as "*Extensive Experience*" and "*I am a role model of a confident demeanor*" (M=4.00) which is interpreted as "*Good Experience*." Consequently, it can be inferred that a student must possess trust and confidence in himself and his co-workers to perform his job well.

Rastgoo (2016), in his study, identifies human resource management skills as personal characteristics and measurable abilities of human resource professionals which allow them to perform well in their roles and achieve high performance. It has also been argued that knowledge, attitude, skills, and characteristics are among the main parameters of human resource management skills. Stracke (2011), in his study of competencies and skills in the digital era, draws attention to the fact that competencies cannot be observed directly but can only be measured by actions aimed at achieving specific objectives. Another study (Lo et al., 2015) emphasizes the distinction between strategic HR competencies, which include business knowledge and active involvement in strategic decision-making, and functional HR competencies related to the delivery of HR operations, personal credibility, and active use of HR technologies.

Human resource management also involves a change in the organization's social system; the adoption and diffusion of these innovations can be attributed not only to external environmental forces but also to social processes (Kossek, 2017).

Human resource management (HRM) skills contributing to organizational goals. Moreover, the research emphasizes that the increasing hybridity of contexts, stakeholder requirements, and goals leads to organizational tensions that, if not adequately addressed, can lead to corporate downfall. However, although organization and management research recognizes the importance of elaborating HRM roles for hybrid contexts, drawing upon findings from the mixed literature has been widely neglected. Thus, by mapping the research landscape regarding hybridity, this article provides insight into the configuration of organizational HRM roles and functions that contribute to developing hybrid goals and are associated with managing tensions (Belte, 2021).

Oral Communication Skills.

Shows the respondents' skills level in terms of oral communication skills, which displayed an overall mean of 4.22, interpreted as "*extensive experience*." The top 3 in rank among the items include the statements: "*I can interact with customers in a polite and friendly manner*" (M=4.44), indicating an extensive experience, followed by "*I can ask questions and actively listen to customers to determine their needs*" (M=4.39) and "*I can answer telephone calls professionally*" (M=4.14) interpreted as "*good experience*." This implies that excellent oral communication skills can enhance a guest's experience by showing that you are listening to them, valuing their feedback, and conveying clear messages. This can lead to customer loyalty, increased business, and, eventually, the hotel's success. The hospitality and tourism industry should pay attention to enhancing communication skills by introducing business communication-related subjects to the candidates of bachelor's in hotel management degree and diploma, which helps to improve their interpersonal skills. Practical communication skill also helps to achieve leadership in a company that inspires people to work and effectively accomplish organizational goals.

Table 9
Respondents' Skills Level in terms of Oral Communication Skills

Indicators	Mean	Description	Rank
1. I am able to interact with customers in a polite and friendly manner.	4.44	Extensive Experience	1
2. I am able to ask questions and actively listen to customers to determine their needs.	4.39	Extensive Experience	2
3. I am able to answer telephone calls professionally.	4.14	Good Experience	3
4. My vocabulary knowledge is sufficient enough to express my ideas and argue about my topics.	4.06	Good Experience	4
5. I am able to speak with competence and confidence.	4.05	Good Experience	5
Overall Mean:	**4.22**	**Extensive Experience**	

Meanwhile, the indicators found at the bottom 2 in rank were as follows: "*My vocabulary knowledge is sufficient enough to express my ideas and argues about my topics*" (M=4.06) and "*I can speak with competence and confidence*" (M=4.05), which are interpreted as "*Good Experience*." These statements are the least chosen by the respondents as they have the lowest capabilities in this area. Therefore, they must improve their oral communication skills as an asset to the industry since the hospitality and tourism industry depends on people and customers.

Kaur and Clarke (2009) pointed out that Human Resource employees are also responsible for providing training and development programs at the workplace. Thus, they are expected to be proficient in the language to ease communication in and outside the workplace. In other words,

it is pertinent that these stakeholders' views be considered in outlining a more suitable language program for future hotel employees, particularly the hotel front office assistants.

The hospitality industry needs to expose learners to fundamental workplace requirements in terms of communication skills. Because of its importance, human resource managers, researchers, and educators in the field of hospitality management or hotel practitioners have to pay more serious attention to it. Thus, it is pertinent that both employers and potential employees have a consensus on what is to be instilled in the learners, as this would prepare them for the actual hotel reception practices, exceptionally verbal communication skills. A needs analysis in the form of a questionnaire distributed to the hotel managers and interns helps identify the required oral communication skills (Rahim, 2011).

Written Communication Skills.

Shows the respondents' written communication skills level, which displayed an overall mean of 3.97, interpreted as "*good experience*." The top 3 in rank among the items include the statements: "*I improve my written communication skills by writing whenever I get the chance*" (M=4.02), indicating a good experience, followed by "*I prefer written projects, assignments and evaluation than discussing or explaining orally*" (M=4.01) and "*I can communicate effectively in written communication*" (M=3.99). This implies how vital written communication skill is. Written communication skill expands the connection between employer and manager, service provider and customers, and the chain continues. Well-known writing conveys our message or information with 100% clarity. It allows you to present yourself as educated, caring, and able to communicate effectively. Strong writing skills are essential for success in any profession, especially during a job transition.

Respondents' Skills Level in terms of Written Communication Skills

Indicators	Mean	Description	Rank
1. I am confident at preparing written reports.	3.86	Good Experience	5
2. I can communicate effectively in written communication.	3.99	Good Experience	3
3. I always use proper punctuation and the right grammar when writing.	3.94	Good Experience	4
4. I improve my written communication skills by writing whenever I get the chance.	4.02	Good Experience	1
5. I prefer written projects, assignments and evaluation than discussing or explaining orally.	4.01	Good Experience	2
Overall Mean:	**3.97**	**Good Experience**	

Meanwhile, the indicators found at the bottom 2 in rank were as follows: "*I always use proper punctuation and the right grammar when writing*" (M=3.94) and "*I am confident at preparing written reports*" (M=3.86) which are interpreted as "*Good Experience*" Respondents lack the skills of writing written reports and not confident enough to produce good writings. Therefore, development in this skill is necessary as an individual working in the industry needs to communicate well with the customers, even in written communication.

In today's globalized world, English has become the standardized language for business communication. More and more employees who work in tourism realize the importance of English. Consequently, they need to have a good command of English in their workplace, which plays a significant role in delivering high-quality service. (Zahedpisheh & Abu Bakar, 2017).

Tosun and Temizkan (Yavuz Çetinkaya & Oter, 2016) indicate that tour guides carry great responsibility since it is believed that they not only transmit information, but they present it excitingly with excellent command of words and spontaneity.

Writing is essential for learners to convey their ideas and thoughts clearly. As well as it is a very complex productive skill that requires thinking and cognitive processes in which it goes through different stages of pre-writing, while-writing, and post-writing. In addition, successful writing needs overlapping aspects such as organization, punctuation, capitalization, spelling, coherence & cohesion, among others.

Understanding Management Principle.

Shows the respondents' skills level in understanding management principles which displayed an overall mean of 3.97, interpreted as "*good experience*." The top 2 in rank among the items include the statements: "*I plan for the goal and objective of the industry*" (M=4.29), indicating extensive experience, and "*I understand the process and operation in the hospitality and tourism industry*" (M=4.19) interpreted as "*good experience*." This implies that your knowledge of principles managers indicates how to manage an organization. The principles enable managers to decide what should be done to accomplish given tasks and handle situations that may arise in management. These principles make managers and the entire hospitality and tourism industry more efficient.

Meanwhile, the indicator found at the bottom in rank was the statement, "*I accurately match my principle to the principle of the management or organization*" (M=4.06), which is interpreted as "*Good Experience*." Consequently, it can be inferred that respondents have difficulties matching their principle to the management principle. Thus, students must understand the management's direction to cope with a common goal and objective in the industry.

Respondents' Skills Level in terms of Understanding Management Principle

Indicators	Mean	Description	Rank
1. I accurately match my principle to the principle of the management or organization.	4.06	Good Experience	5
2. I demonstrate unbiased for action and getting things done in an organization.	4.11	Good Experience	3.5
3. I understand the process and operation in the hospitality and tourism industry.	4.19	Good Experience	2
4. I demonstrate an understanding of the mission and vision of the industry.	4.11	Good Experience	3.5
5. I plan for the goal and objective of the industry.	4.29	Extensive Experience	1
Overall Mean:	**4.15**	**Good Experience**	

Management principles are the activities that "plan, organize, and control the operations of the essential elements of people, materials, machines, methods, money, and markets, providing direction and coordination, and giving leadership to human efforts, to achieve the sought objectives (Schmitz, 2012).

Management principles make the role of a manager concrete. Therefore, these principles are a ready reference for managers to check whether their decisions are appropriate. Besides, these principles define managerial activities in practical terms. They tell what a manager is expected to do in a specific situation. It explains the management process and what managers would do to accomplish what. Thus, this help identifies the areas of management in which existing & future managers should be trained (Juneja, 2015).

Relationship between Respondents' Profile and Their Level of Competence

As reflected in table, respondents' profiles in terms of gender and course have no significant association with the level of competence.

It reveals that the age of the respondents has no significant relationship to the conceptual/creative domain, leadership domain, technical domain, and interpersonal domain. Meanwhile, a meaningful relationship was found between the age of the respondents and the administrative field with the strength of a coefficient of 0.265, which is interpreted as slight. This implies that the organizational competence of a person is slightly correlated with their age. Thus, their preference in terms of their priorities, how they translate strategic goals, what type of action steps are needed to complete a project, and their importance in coordinating their planning efforts with others vary based on their age.

Relationship between Respondents' Profile and their Level of Competence

Variable	P-value	Decision on Ho	$\acute{a} = 0.05$	Interpretation	Strength
Age in relation to					
Conceptual/creative domain	0.097	Failed to Reject Ho		Not Significant	
Leadership domain	0.882	Failed to Reject Ho		Not Significant	
Interpersonal domain	0.905	Failed to Reject Ho		Not Significant	
Administrative domain	0.012	Reject Ho		Significant	0.265
Technical domain	0.400	Failed to Reject Ho		Not Significant	
Gender in relation to					
Conceptual/creative domain	0.607	Failed to Reject Ho		Not Significant	
Leadership domain	0.570	Failed to Reject Ho		Not Significant	
Interpersonal domain	0.091	Failed to Reject Ho		Not Significant	
Administrative domain	0.293	Failed to Reject Ho		Not Significant	
Technical domain	0.706	Failed to Reject Ho		Not Significant	
Course in relation to					
Conceptual/creative domain	0.447	Failed to Reject Ho		Not Significant	
Leadership domain	0.139	Failed to Reject Ho		Not Significant	
Interpersonal domain	0.050	Failed to Reject Ho		Not Significant	
Administrative domain	0.694	Failed to Reject Ho		Not Significant	
Technical domain	0.367	Failed to Reject Ho		Not Significant	
Year Level in relation to					
Conceptual/creative domain	0.076	Failed to Reject Ho		Not Significant	
Leadership domain	0.037	Reject Ho		Significant	0.243
Interpersonal domain	0.003	Reject Ho		Significant	0.182
Administrative domain	0.337	Failed to Reject Ho		Not Significant	
Technical domain	0.141	Failed to Reject Ho		Not Significant	

Meanwhile, respondents' profile in terms of year level has no significant relationships with the conceptual/creative domain, administrative domain, and technical domain. However, there is an important relationship between the respondents' year level and leadership and interpersonal domains, with a strength of 0.243 and 0.844, respectively, which is interpreted as slight. This implies that the willingness to work with teams, under pressure or in crisis, maintain professional and ethical standards, and work positively with people is slightly associated with their year level.

Further, being open to the suggestions and ideas of others, talking about issues and problems with others, and serving people are also associated with their year level.

Respondents' Profile and Their Skills Level

Results show respondents' profiles which have no significant relationship with all underlying dimensions of skills level in terms of solving customer problems, human

resource management skills, oral communication skills, written communication skills, and understanding management principles. This implies that age, gender, course, and year level have no association with skill level. Thus, developing positive relationships, valuing the importance of the people in the workplace, improving written communication skills, planning for the goal and objective of the organization, and interacting with customers in a polite and friendly manner have nothing to do with the profile of the respondents.

Relationship between Respondents' Level of Competence and Skill Level

It shows the relationship between respondents' level of competence and their skills level. The results indicate a significant relationship between the respondents' level of competence and skills level in all the underlying dimensions. Table shows that conceptual/creative competence is strongly associated with problem-solving skills, human resource

management, oral and written communication skills, and understanding management principles, with a P-value of 0.001. This implies that the knowledge, behaviors, attitudes, and even skills that lead to the ability to do something successfully or efficiently or the ability to make business decisions would be a competency, and it is associated with learned and applied abilities to use one's knowledge effectively in execution or performance (Tinapay et al., 2021).

Relationship between Respondents' Profile and their Skills Level

Variable	P-value	Decision on Ho	á = 0.05	Interpretation
Age in relation to				
Solving customer problems	0.719	Failed to Reject Ho		Not Significant
Human resource management skills	0.716	Failed to Reject Ho		Not Significant
Oral communication skills	0.064	Failed to Reject Ho		Not Significant
Written communication skills	0.944	Failed to Reject Ho		Not Significant
Understanding of management principle	0.655	Failed to Reject Ho		Not Significant
Gender in relation to				
Solving customer problems	0.410	Failed to Reject Ho		Not Significant
Human resource management skills	0.504	Failed to Reject Ho		Not Significant
Oral communication skills	0.318	Failed to Reject Ho		Not Significant
Written communication skills	0.195	Failed to Reject Ho		Not Significant
Understanding of management principle	0.757	Failed to Reject Ho		Not Significant
Course in relation to				
Solving customer problems	0.449	Failed to Reject Ho		Not Significant
Human resource management skills	0.352	Failed to Reject Ho		Not Significant
Oral communication skills	0.784	Failed to Reject Ho		Not Significant
Written communication skills	0.216	Failed to Reject Ho		Not Significant
Understanding of management principle	0.307	Failed to Reject Ho		Not Significant
Year Level in relation to				
Solving customer problems	0.562	Failed to Reject Ho		Not Significant
Human resource management skills	0.369	Failed to Reject Ho		Not Significant
Oral communication skills	0.259	Failed to Reject Ho		Not Significant
Written communication skills	0.625	Failed to Reject Ho		Not Significant
Understanding of management principle	0.154	Failed to Reject Ho		Not Significant

Relationship between Respondents' Level of Competence and their Skills Level

Variable	P-value	Decision on Ho	á = 0.05	Interpretation	Strength
Conceptual/Creative Domain in relation to					
Solving customer problems	0.001	Reject Ho		Significant	0.791
Human resource management skills	0.001	Reject Ho		Significant	0.823
Oral communication skills	0.001	Reject Ho		Significant	0.802
Written communication skills	0.001	Reject Ho		Significant	0.652
Understanding of management principle	0.001	Reject Ho		Significant	0.744
Leadership Domain in relation to					
Solving customer problems	0.001	Reject Ho		Significant	0.821
Human resource management skills	0.001	Reject Ho		Significant	0.798
Oral communication skills	0.001	Reject Ho		Significant	0.845
Written communication skills	0.001	Reject Ho		Significant	0.687
Understanding of management principle	0.001	Reject Ho		Significant	0.739
Interpersonal Domain in relation to					
Solving customer problems	0.001	Reject Ho		Significant	0.822
Human resource management skills	0.001	Reject Ho		Significant	0.859
Oral communication skills	0.001	Reject Ho		Significant	0.826
Written communication skills	0.001	Reject Ho		Significant	0.722
Understanding of management principle	0.001	Reject Ho		Significant	0.744
Administrative Domain in relation to					
Solving customer problems	0.001	Reject Ho		Significant	0.832
Human resource management skills	0.001	Reject Ho		Significant	0.822
Oral communication skills	0.001	Reject Ho		Significant	0.792
Written communication skills	0.001	Reject Ho		Significant	0.64
Understanding of management principle	0.001	Reject Ho		Significant	0.755
Technical Domain in relation to					
Solving customer problems	0.001	Reject Ho		Significant	0.777
Human resource management skills	0.001	Reject Ho		Significant	0.79
Oral communication skills	0.001	Reject Ho		Significant	0.764
Written communication skills	0.001	Reject Ho		Significant	0.762
Understanding of management principle	0.001	Reject Ho		Significant	0.751

Further, table revealed that administrative competence was significantly related to five dimensions of skill level (p = 0.001). Managerial competence involves sufficient technical skill to accomplish the mechanics of the particular job for which he is responsible, sufficient human skill in working with others to be an influential group member and to be able

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to build cooperative effort within the team he leads, and sufficient conceptual skill to recognize the interrelationships of the various factors involved in his situation, which will lead him to take that action which is likely to achieve the maximum good for the entire organization.

Moreover, table shows that the leadership domain is significantly related to the five dimensions of skill level (p = 0.001). Leadership competence and skills are strongly associated, which promotes better leadership. In the hospitality and tourism management field, they are looking at the current competencies and comparing those to the skills necessary to fill a leadership position. Organizations can make better-informed decisions in hiring, developing, and promoting leaders. Leadership competencies can effectively select, develop and promote leaders in an organization. Certain factors, such as business strategy and future trends, should be considered when creating leadership competencies. The firm will sustain a competitive advantage by effectively building a unique set of skills for the organization's leaders.

In addition, table shows a significant relationship between the five dimensions of skills level and technical domain (p=0.001). Technical competencies are the knowledge and abilities required to apply specific technical principles and information in a job function or role. They are strongly associated with problem-solving skills, oral and written communication skills, human resources management, and understanding management principles. Technical competence describes an area of knowledge or valuable talent in a particular industry's job responsibilities. Different sectors require diverse skills for candidates, so employers emphasize other competencies depending on their products or services. Mastery of functional and technical skills is essential to become a skilled employee in various fields (Indeed, 2021).

Lastly, table showed a significant relationship between the interpersonal domain and the five contexts of skills level (p= 0.001). Interpersonal competence is the ability to interact with others and with the community. This includes building and maintaining healthy, mutually beneficial relationships and the capacity for interdependence and collaboration, and it is strongly associated with problem-solving skills, oral and written communication skills, human resources management, and management principle. Interpersonal competence leads you to be flexible and positive; listening and communicating well are essential criteria for success at work

IV. CONCLUSIONS

Students' competence has a massive influence on ensuring the skills level in educational organizations. Teachers in Hospitality and Tourism Management should hone students' enhanced abilities to manifest higher personal competencies. Thus, the powers that learners frequently gain can be fulfilled through a more inclusive and real-world approach by competent and highly motivated teachers. Technology helps to create a more exciting and relevant learning environment since it gives teachers many opportunities and opportunities to diversify their teaching methods. This, in turn, raises students' involvement in each activity. High levels of execution proficiency in teaching based on students' skill elements have

given teachers the freedom to investigate and generate additional ideas for more effectively converting learning outcomes.

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