

Tracer Study of Master in International Hospitality Management for 2010-2015

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Abstract – *In securing job in the highly competitive global marketplace, a master's degree sets apart from other job candidates. With a master's degree, one will be eligible for more jobs especially for managerial position. This study aimed to trace the graduates of MIHM, determine the skills gained from MIHM program; identify the impact of taking MIHM program in terms of personal and professional aspects; determine the impact of the student outcomes (SO) to MIHM; determine the relevance of the courses taken in the current position; and test the significant difference on the skills gained when grouped according profile. Descriptive design was used with questionnaire as main instrument in gathering data. Frequency distribution, percentage, weighted mean, T-Test and Analysis of Variance (ANOVA) were utilized as the statistical tools. Based on the result, 100% of the graduates are employed, they strongly agreed on the skills they gained from the program such such as handling customer complaint, independent working, strategic skills, problem solving, personal learning, teamwork, leadership, communication and decision making. They consider their opportunity to pursue PhD in IHM to a great extent while providing career progress as an avenue for receiving more employers' incentive as a professional impact to a very great extent. Core Courses, Professional Courses and Cognate courses are very relevant to the current job position. It was also found out that there is significant difference in the assessment of skills gained by the graduates in terms number of years in the company, place of work and employment status.*

Keywords – *Master in International Hospitality Management, Tracer Stud, Employability*

INTRODUCTION

The graduate program like Master in International Hospitality Management (MIHM) is specifically designed for students with an undergraduate degree who would like to increase their chances to be employed in managerial position within the hospitality

industry. Students enrolled in this graduate program has specialization in a certain area of the sector such as Hotel or Restaurant Management, Resort and Spa Management, International Hospitality Management and Experience Design.

This program is offered on a part time, full time, online or distance learning study schedule. Academic schedule is flexible so they can be given a chance to choose based on their availability. Universities and institutions are committed to train students to use independent analytical skills to solve problems that they are likely to encounter on their job [1].

Nowadays, universities are being placed under increasing pressure to produce employable graduates caused by the recent shifts in education and labor market policy. Employability involves far more than possession of the generic skills listed by graduate employers as attractive, rather, for optimal social and economic outcomes, graduates must be able to proactively navigate the world of work and self-manage the career building process[2]. Employability is highly important to individuals in coping with job insecurity [3].

In terms of professional development, preparing graduates for careers in business, government, and non-profit settings makes a Master's degree programs increasingly becoming professionalized. Its new focus on continuing learning becomes a hallmark of a learning profession. Programs are held using the same standard for all professional development, and master's programs because they are part of a comprehensive professional growth. Professionals who pursue master's and the programs that confer it are equally committed to our common purpose - higher performance for themselves and their students [4].

Intellectual prowess, determination, persistence and the ability to handle challenging environments are all evidence of an individual who earn graduate degree. Those are the qualities that were looking for as a manager and director positions [5].

In terms of personal development, having a master's degree deepens education and therefore can be of help to those who demand for services in education. As a highly-skilled master's degree recipient, a graduate will be able to fulfil those roles in education. Pursuing a master's degree takes initiative and commitment which will make one gain knowledge and skills and become successful leader and innovator once the degree is completed [6]. The graduate become part of a chain of knowledge and they gain greater recognition and credibility along with countless numbers of graduate degree holders who accomplish great things. Having advanced degree give better impact résumé and implied that an individual has dedication to his chosen field.

Authors pointed out that communication skills, independent working skills, decision making skills, leadership skills, information retrieval skills, numerical skills, problem solving skills, personal learning and development skills, team working skills and strategic skills are the main employability skills [7].

Skills development at university level is the basis for improving employability which arguably lies in appreciation of the context of the key drivers of the nationwide employability agenda. Expansion of the skills base, the needs of employer to the graduates, government policy that provides learning and teaching strategy including the specific program of study. This is the result on the triangulation of participation in skills development that involves, students, HEIs and employers. It was also suggested that graduates, HEIs and employers should be involved in the development of employability skills. According to Leitch [8], sharing responsibility is an important principle for skills development.

In the analysis of graduates' attitudes and perception, they found positive effect on skills, employability and compensation on and career advancement a much moderate effect. Graduates of MBA program gain added value on managerial skills and employability that made them adaptable in the ever-changing labor market [9]. MBA is considered as vital supplement for individual's responsibility to have a continual upgrading of skills. This is to bridge the gap on overseas undergraduate education as part of an extended temporal and spatial process of study which they are facing as prevalent discourses of 'employability' [10].

Lyceum of the Philippines University Batangas started to offer Master in International Hospitality Management during the school year 2010-2011. This degree aims to provide hospitality educators and

practitioners the knowledge to be more competitive in their field. This program is open to hospitality educators or employees seeking to advance their careers and gain expertise; hospitality managers who want to extend global opportunities in the field and learn about new technologies; entrepreneurs who want to venture to business in hospitality; and for college graduates who are interested to be employed in the hospitality industry [11].

This study determines the impact of the program to the personal and professional growth of the graduates. It will also help the graduate school to determine the other needs of the program to become responsible students.

OBJECTIVES OF THE STUDY

This study aims to trace the graduates of Master in International Hospitality Management from 2010-2015.

Specifically, it described the profile of the participants in terms age, gender, marital status, past position, current position, number of years in the company, place of work and employment status; determine the skills gained from MIHM program; identify the impact of taking MIHM program in terms of personal and professional aspect; determine the impact of the student outcomes(SO) to MIHM; determine the relevance of the courses taken in the current position; and test the significant difference on the skills gained when grouped according profile.

METHODS

This study used descriptive design to trace the graduates of MIHM. The respondents composed of 47 or 100 percent MIHM graduates from year 2010-2015. The study used an adapted questionnaire as main instrument in gathering data. The skills part was adapted from the study of Maxwell, Scott, Macfarlane and Williamson [12], the student outcomes was taken from the LPU Graduate School Manual. The researchers administered the questionnaire to MIHM graduates personally and through e-mail and Facebook from April to June 2016.

This study used frequency distribution, percentage, weighted mean, T-Test and Analysis of Variance (ANOVA) as statistical tools. Personal encoding was done and SPSS was used to interpret and analyze the data gathered. These were used to to determine the skills gained from MIHM program; identify the impact of taking MIHM program in terms of personal and professional aspect; determine the impact of the student outcomes (SO) to MIHM and determine the relevance

of the courses taken in the current position. The scale used to interpret the result were 3.50 – 4.00 = Strongly Agree (SA), To a Very Great Extent (VGE), Very Relevant (VR) ; 2.50 – 3.49 = Agree(A), To a Great Extent(GE), Relevant (R); 1.50 – 2.49 = Disagree(DA), To a Least Extent(LE), Moderately Relevant (MR); 1.00 – 1.49 = Strongly Disagree(SD), Not at All (NA) and Not Relevant (NR).

RESULTS AND DISCUSSION

As to the profile distribution of respondents, in terms of age, majority of the respondents are in the age bracket of 31-40 years old with 22 or 8.90 percent, followed by 21- 30 years old with 14 or 31.10 percent. The age bracket of 41-50 were 8 or 17.80 percent while only 1 or 2.20 percent is 51-60 years old.

With regards to sex, majority are female with 32 or 71.70 percent while male were only 13 or 28.90 percent. In the field of tourism and hospitality, majority of students taking the program are female. This result is similar to the study of Jin Fang and Zhao (2015) that in practice, majority of the hotel employees are female, although only few of the hotel's high level positions are occupied by women.

As to civil status, majority of the respondents are married with 39 or 86.67, single are 5 or 11.1 percent while there was only one widow/widower. This result is in relation to their age wherein majority of them are 31-40 years and 21- 30 years wherein the age bracket are already in the marrying age.

In terms of present employment, all of the graduates are employed. Based from the interview, majority of them are working in the educational institution as professor and few are industry practitioners.

In regard to past position, majority of them are professional/technical or supervisory with 39 or 86.70 percent, 5 or 11.10 percent were rank and file/clerk position and one in the managerial/executive position. In their present position, there are 2 or 4.40 percent rank and file/clerk position while 4 or 8.90 percent are managerial/executive position. Professional/technical or supervisory remains 39 or 86.70 percent.

As to the number of years in the company, majority are 6 - 10 years working in the company with 20 or 44.40 percent, followed by below 6 years with 15 or 33.30 percent. There are 7 or 15.60 percent working for 11-15 years, 2 or 4.40 re 21 years and above and only 1 from 16-20 years.

In terms of place of work, majority are employed locally with 43 or 96.60 percent while only 2 or .440 percent are working abroad. Majority of the graduates

are working locally specially in the hospitality and tourism department of the different university in CALABARZON and those who are working abroad are employed in the hotel.

With regard to employment status, majority of the graduates are contractual with 30 or 66.70 percent, followed by permanent with 12 or 26.70 percent and 3 or 6.70 percent are probationary. Since majority of the graduates are working as professor, their employment status is contractual because there is a certain number of semesters to comply in addition to the degree required by CHED (vertical alignment) in order to become permanent. They are few probationary employees because they are still new in the company and before they can have a permanent position, they will undergo probationary period.

Table 1 presents the skills gained by the graduates from MIHM program in terms of communication, decision making, information retrieval, independent working, leadership, numerical, problem solving, personal learning development, strategic skills, teamwork, handling customer complaint and customer service.

It can be seen from the result that handling customer complaint got the highest composite mean of 3.88 and rated as strongly agree. First on the rank is complaints that are always resolved as quickly as possible (3.91) followed by giving customer full attention and listening to the problem (3.89). Tied on the next rank are independent working (3.87) which is characterized by confidence in carrying out own role and strategic skills (3.87) characterized by formulation of long term plans.

Handling or attending to customer compliant is one of the hard task because of the saying that customers are always right. At some point, everyone in business has to deal with an upset customer. The challenge is to handle the situation in a way that leaves the customer thinking he operates a great company. Therefore, it is a special skill to handle customer's complaint the quickest possible way.

Many customers do not even bother to complain. They simply leave and buy from your competitors. Research suggests that up to 80 percent of customers who leave were, in fact, "satisfied" with the original company. Obviously, customer satisfaction is not enough. Businesses nowadays need to positively delight customers if they want to earn their loyalty. It may seem counter-intuitive, but a business owner's ability to effectively deal with customer complaints provides a great opportunity to turn dissatisfied customers into active promoters of the business [13].

However, information retrieval (3.30) characterized by awareness of ethical dimensions and numerical skills (3.06) characterized by Interpretation of information in numerical form rank the lowest and rated as only agree.

Handling the interpretation of data or information in numerical form is somewhat difficult because this is the function of the accountant or other person capable of doing such job. A supervisor or manager must be also knowledgeable in the interpretation of the report in numerical form. One of the reason why they are not very good on this is because in their undergraduate they only have one (1) course that focus on accounting related information and report and MIHM program does not have this course.

A company needs to earn a profit to thrive, and basic accounting is important for determining whether its revenue is greater than its expenses. While basic accounting is fairly simple, finding all areas where a company is spending and earning money is potentially challenging [14].

Table 1. Skills Gained from MIHM Program

Communication	WM	VI	Rank
1. Effectiveness in influencing and negotiating	3.71	SA	2
2. Production of written/report information	3.53	SA	5
3. Appropriate Interpersonal skills with people at all organizational levels	3.69	SA	3
4. Effective use of technology for communication	3.62	SA	4
5. Effective management of relations with internal situations	3.73	SA	1
Composite Mean	3.66	SA	
Decision Making			
1. Use of decision techniques	3.51	SA	3
2. Creation of alternative options	3.67	SA	2
3. Evaluation of alternative options	3.69	SA	1
Composite Mean	3.62	SA	
Information Retrieval			
1. Analysis of new information	3.22	A	2
2. Generation of relevant information within the business context	3.20	A	3
3. Awareness of ethical dimensions	3.49	A	1
Composite Mean	3.30	A	
Independent Working	WM	VI	Rank
1. Production off work under own initiative	3.84	SA	3
2. Effective time management	3.89	SA	1
3. Confidence in carrying out own role	3.87	SA	2
Composite Mean	3.87	SA	

Table 1 (cont.) Skills Gained from MIHM Program

Leadership	WM	VI	Rank
1. Adoption of proactive, forward thinking approach	3.80	SA	1
2. Application of appropriate leadership style.	3.64	SA	4
3. Determination of the direction of others	3.69	SA	2
4. Management of team process	3.67	SA	3
Composite Mean	3.70	SA	
Numerical			
1. Interpretation of meaning from numerical data	3.07	A	1
2. Interpretation of information in numerical form	3.04	A	2
Composite Mean	3.06	A	
Problem Solving			
1. Analysis of business problems	3.69	SA	3
2. Proposing solutions	3.89	SA	1
3. Creativity In problem situations	3.87	SA	2
Composite Mean	3.81	SA	
Personal Learning Development			
1. Motivation for life learning, independent learning	3.89	SA	1
2. Active pursuit of personal development	3.87	SA	2
3. Setting of personal goals in line with organizational goals	3.51	SA	3
Composite Mean	3.76	SA	
Strategic Skills			
1. Thinking critically and analytically	3.87	SA	2
2. Holistic understanding of complex business perspectives	3.71	SA	3
3. Formulation of long term plans	3.89	SA	1
Composite Mean	3.82	SA	
Teamwork			
1. Contribution of team performance with respect to business needs	3.73	SA	2
2. Adoption of different team roles	3.76	SA	1
3. Contribution to team process	3.71	SA	3
Composite Mean	3.73	SA	
Handling Customer Complaint			
1. Remain calm when dealing with a complaint	3.84	SA	4
2. Giving customer full attention and listen to the problem	3.89	SA	2
3. Complaints always resolved as quickly as possible	3.91	SA	1
4. Keeping comprehensive records of all customer complaint	3.87	SA	3
Composite Mean	3.88	SA	
Customer Service			
1. Providing excellent customer service	3.71	SA	2
2. Services were given whenever needed	3.73	SA	1
3. Keeping customer always satisfied with the service	3.53	SA	3
Composite Mean	3.66	SA	

Table 2. Personal Impact of being MIHM Graduate

Personal Impact	WM	VI	Rank
1. It increases my salary/financial stability	2.76	GE	5
2. It helps to promote me to a Supervisory/Managerial Position	2.84	GE	4
3. It widens my social network	3.51	VGE	3
4. It Increased knowledge in hospitality industry	3.71	VGE	2
5. It gives me an opportunity to pursue PhD in IHM or related Program	3.80	VGE	1
Composite Mean	3.32	GE	

Table 2 shows that there is a great extent of impact in the personal aspect of the MIHM graduate as indicated by the composite mean of 3.32. Topped on the result is giving the opportunity to pursue PhD in IHM or related program got the highest weighted mean of 3.80 followed by increasing knowledge in hospitality industry (3.71) and widening of social network (3.51) rated as to a very great extent.

Going up to the next level is the new goal of the graduates, taking the Doctor of Philosophy in International Hospitality Management. This is the new program offered by LPU Batangas in order to cater the need of the industry.

Many graduate students have more than a single reason for considering graduate studies at the master's level. Students often enter master's degree programs: to start a new career in a chosen professional field; to prepare for graduate study at the doctoral level, and to expand their knowledge of fields related to their current areas of professional specialization [1].

However, promotion to a supervisory or managerial position (2.84) and increasing salary/financial stability were only rated as to a great extent. Some of the graduates rated this as to the great extent because the impact of the MIHM degree to their position was not immediate. It would still take some time in order to be promoted because there are other factors to consider for the promotion like job performance and the years of service specially in the private educational institution.

Providing salary rewards for master's degrees has been a common strategy for rewarding teachers for continuing their education. In the early years, university or colleges required master's degrees within the first five years of teaching. A comprehensive professional development program, pursuing a master's

and doctorate were the only continuing growth opportunities available to teachers [4].

Table 3. Professional Impact of being MIHM Graduate

Professional Impact	WM	VI	Rank
1. It provides me career progress.	3.71	VGE	1.5
2. It widens my professional network.	3.69	VGE	3
3. The program has a combined discipline-specific, advanced coursework with skills like critical thinking, analytic ability and time management.	3.51	VGE	5
4. Earning graduate degree is evidence of persistence, determination, intellectual prowess and ability to handle challenging environments.	3.49	GE	6
5. Greater recognition and credibility can be earned.	3.53	VGE	4
6. It is an avenue for receiving more employer incentives.	3.71	VGE	1.5
Composite Mean	3.61	VGE	

The table 2.2 shows that MIHM program has a very great extent of impact in professional aspect of the graduates as shown in the composite mean of 3.61. Tied on the first rank are providing career progress and an avenue for receiving more employer incentives with 3.71 followed by widening professional network (3.69). The five indicator such as greater recognition and credibility earned (3.53), the program has a combine discipline-specific, advance coursework with skills like critical thinking, analytic ability and time management (3.51) were rated as to a very great extent. In some company, having a masteral degree provide advantage in terms of promotion, salary and incentives. This scenario gives the employee to strive hard to achieve their goal that will contribute the profitability of the organization.

According to QS International Recruiter Survey 2007, financial benefits can be received by those holding either a master's or PhD and it became an increasing gap between those candidates entering employment with and without an advanced degree. The difference in salary can be as much as 71 percent [14].

However, earning graduate degree is evidence of persistence, determination, intellectual prowess and ability to handle challenging environment (3.49) were rated only as to a great extent. Taking up higher degree is not an easy task specially that majority of the students are working or taking the program on a part time basis.

Time management is very important to meet the challenging environment. They need to be persistent and determined especially on writing their thesis for them to finish the program on time.

Cohen [16] identified the lack of data for master's persistence as the most significant barrier to study, unlike doctoral and undergraduate programs. "Attrition from graduate education carries economic, social, and emotional costs; however, to date only a very limited number of studies have examined the factors that influence student persistence to degree attainment in graduate education".

Table 4. Impact of Student Outcomes of MIHM Program

Indicators	WM	VI	Rank
1. Demonstrate professional and technical skills in managing Tourism and Hospitality enterprise	3.51	VGE	9
2. Perform and adjust to technological advancement and services of International standards using the different General Distribution System (GDS) and Computer Reservation System (CRS)	3.56	VGE	7
3. Demonstrate an in-depth knowledge of different theories, principles and standards of various sector of the Tourism industry	3.67	VGE	5
4. Demonstrate professionalism in handling challenges in the work place with integrity and credibility	3.87	VGE	1
5. Manifest good leadership and self confidence in performing duties and responsibilities in the workplace	3.71	VGE	3
6. Assume leadership position and become an active member of prestigious organization.	3.64	VGE	6
7. Conceptualize products, ideas and systems for efficiency and upgrade of service in the Tourism industry	3.69	VGE	4
8. Observe Tourism policies, International laws and Code of ethics in the enterprise	3.76	VGE	2
9. Display respect and act as caretaker of natural resources and cultural heritage	3.53	VGE	8
Composite Mean	3.66	VGE	

Table 4 shows the very great extent of impact on student outcomes of MIHM Program to the graduates as revealed by the composite mean of 3.66. Demonstrating professionalism in handling challenges in the work place with integrity and credibility on the first rank with the weighted mean of 3.87 followed by observing Tourism policies, International laws and Code of ethics in the enterprise (3.76), and rank third, manifest good leadership and self confidence in performing duties and responsibilities in the workplace (3.71).

In every organization, employee must exercise professionalism in order for them to stay for a long time in their job while integrity and credibility are values that every individual must have not only in their work but also in everyday life.

A constructive workplace culture can be created if the leaders are personally credible and act with integrity. In this situation the employees will be treated with fairness and respect. The University is committed to promoting a culture of fair and ethical behaviour and to encourage the reporting of behaviour which is not in alignment with this culture [17].

On the lowest rank, demonstrating professional and technical skills in managing Tourism and Hospitality enterprise got the weighted mean of 3.51 but still rated as to a very great extent followed by displaying respect and act as caretaker of natural resources and cultural heritage (3.53).

Professional and technical skills are necessary because workers must have the ability to apply the knowledge they possess to their job. These skills are very important when applying for a job.

Each employer is looking for a unique set of skills from jobseekers for each job opening, certain skills and values are nearly universally sought by hiring managers which technical skills will always be important [18].

Table 5. Relevance of the Courses taken to the current job position as to Core Courses

Indicators	WM	VI	Rank
1. Research Methods	3.58	VR	4
2. Statistics	3.62	VR	3
3. Social Responsibility and Accountability	3.80	VR	1
4. Management Operations and Practices	3.67	VR	2
Composite Mean	3.67	VR	

The result in Table 5 shows that the Core courses taken by the MIHM graduates are very relevant to the current job position as indicated by the composite mean

of 3.67. Topped on the rank was the course Social Responsibility and Accountability (3.80) followed by Management Operations and Practices(3.67) and Statistics (3.62).

People and organizations must behave ethically in order to be socially responsible. They must be also sensitive towards issues on social, cultural, economic and environmental aspects. Striving for social responsibility helps individuals, organisations and governments have a positive impact on development, business and society with a positive contribution to bottom-line results [19].

However, Research Methods (3.58) rank lowest but still they rated it as very relevant to their current job position. In every organization, research are being used in the different aspect of management specially in planning.

Gathering crucial information about consumers and business customers is one of the reasons why research is conducted. Decisions made may not be effective without help of the research and analysis for the present situation and future forecasting the So research helps to take right decisions. Using research, management can make intelligent and well informed decisions [20].

Table 6. Relevance of the Professional Courses taken to the Current Job Position

Indicators	WM	VI	Rank
1. Organizational Behavior	3.67	VR	5
2. Legal Issues in Hospitality and Tourism Business	3.49	R	6
3. Current Issues in Hospitality and Tourism Finance	3.89	VR	1
4. Human Resource Administration	3.82	VR	4
5. Quality Management Services	3.84	VR	3
6. Global Marketing Strategy	3.87	VR	2
Composite Mean	3.76	VR	

Table 6 presents the relevance of the professional courses taken to the current job position. Based on the result, the professional courses are very relevant to their current job position as indicated by the composite mean of 3.76. First on the rank, Current Issues in Hospitality and Tourism Finance with the weighted mean of 3.89 followed by Global Strategy (3.87), Quality Management Services (3.84), Human Resource Administration (3.82) and Organizational Behavior (3.67). These are all rated as very relevant.

Having knowledge in the current trends and issues or being updated in current situation of the industry

makes the individual easily adapt to change in the work environment.

Hospitality practitioners and policy makers with research interests in the fields of hotels, tourism, catering and gastronomy can use the Current Issues in Hospitality and Tourism as a reference for academics [21].

However, rank the lowest is the Legal Issues in Hospitality and Tourism Business with the weighted mean of 3.49 and rated as relevant only. One of the reason why this course is relevant only to the respondents is because there's somebody in the workplace handling this kind of job which is the company lawyer or corporate lawyer. They are the one handling specific job that pertains to laws and legal issues.

Whether running a small, medium or large business, it is undoubtedly that there is need to have a specific person to handle various legal issues. Some tasks that can be done on his own, while others really require a lawyer. As a general rule of thumb, the larger the company, the more employees the company has, the greater the need to hire an attorney [22].

Table 7. Relevance of the Cognate Courses taken to the Current Job Position

Indicators	WM	VI	Rank
1. Hospitality and Tourism Management with Technology Applications	3.80	VR	1
2. Project Development in the Hospitality with Negotiation for Service Industry	3.67	VR	2
Composite Mean	3.73	VR	

Table 7 presents the relevance of the cognate courses taken to the current job position. Based on the result, the cognate courses are very relevant to their current job position as indicated by the composite mean of 3.73. Hospitality and Tourism Management with Technology Applications (3.80) followed by Project Development in the Hospitality with Negotiation for Service Industry (3.67).

Technology applications is very relevant to their job because it is the trend nowadays. Having knowledge in technology is a great advantage in all kind of job. Almost all companies include in the knowledge of computer applications or system related to the field to the job qualification.

The technology tools and devices are being used in the teaching and learning processes. The use of these technology in solving problem or performing

task involves knowledge, skill and competence suited for the specific function during and after academic activities [23].

Table 8. Difference of Responses on the Skills Gained from MIHM Program When Grouped According to Number of Years in the Company

Skills	F-value	p-value	VI
Communication	0.611	0.657	NS
Decision Making	0.269	0.896	NS
Information Retrieval	0.579	0.680	NS
Independent Working	0.939	0.451	NS
Leadership	0.491	0.742	NS
Numerical	18.625	0.000	HS
Problem Solving	0.615	0.654	NS
Personal Learning	0.564	0.690	NS
Strategic Skills	0.637	0.639	NS
Teamwork	0.566	0.689	NS
Handling customer compliant	0.947	0.447	NS
Customer Service	0.513	0.726	NS

Legend: Significant at p-value < 0.05

As to the result on the difference of responses on the skills gained from MIHM program when grouped according to number of years in the company, numerical skills (p-value = 0.000) show a highly significant difference on the skills gained when grouped according to number of years in the company. This only indicates that the respondents gained different skills based on number of years they have worked in the company. The number of years working in the company is significant. In terms of age, sex, civil status, past position and current position, there is no significant difference on the skills gained when grouped according to the respondents.

General numerical skills are considered as essential in many sectors of the industry. The variety of tasks uses statistics and probability which become integral in the aspect of costing, modelling and problem solving, risk assessment and quality control and nowadays it becomes more increasingly important [24].

In terms of the test on the difference of responses on the skills gained from MIHM program when grouped according to place of work in Table 9, decision making (p-value= 0.000), leadership (p-value = 0.000) and teamwork (p-value = 0.000) show significant difference on the skills gained when grouped according to place of work.

This only indicates that the respondents gained different skills based on their place of work. Those who are working abroad have different degree of decision making, leadership and teamwork due to the

nationality and culture of the people they work with as compared to those working locally.

Table 9. Difference of Responses on the Skills Gained from MIHM Program When Grouped According to Place of Work

Skills	F-value	p-value	VI
Communication	0.152	0.880	NS
Decision Making	5.762	0.000	HS
Information Retrieval	0.741	0.463	NS
Independent Working	0.646	0.521	NS
Leadership	5.131	0.000	HS
Numerical	0.363	0.718	NS
Problem Solving	0.080	0.936	NS
Personal Learning	1.133	0.263	NS
Strategic Skills	0.775	0.442	NS
Teamwork	4.197	0.000	HS
Handling customer compliant	0.576	0.567	NS
Customer Service	0.582	0.563	NS

Legend: Significant at p-value < 0.05

Leadership and teamwork skills were used in collaborating with others to accomplish organization goals and objectives. These can be used to create pleasant work environment while the decision making process must be regarded as a continuous process integrated in the interaction with the environment [25].

Table 10. Difference of Responses on the Skills Gained from MIHM Program When Grouped According to Employment Status

Skills	F-value	p-value	VI
Communication	2.180	0.126	NS
Decision Making	0.044	0.957	NS
Information Retrieval	0.694	0.505	NS
Independent Working	0.848	0.436	NS
Leadership	0.013	0.987	NS
Numerical	28.488	0.000	HS
Problem Solving	1.568	0.221	NS
Personal Learning	0.651	0.527	NS
Strategic Skills	1.082	0.348	NS
Teamwork	1.512	0.232	NS
Handling customer compliant	0.951	0.394	NS
Customer Service	1.902	0.162	NS

Legend: Significant at p-value < 0.05

With regards to the result on the difference of responses on the skills gained from MIHM program when grouped according employment status, numerical skills (p-value = 0.000) shows a highly significant difference on the skills gained when grouped according to employment status. This only indicates that the respondents gained different numerical skills according

to the respondents' employment status. Managers/executives have different numerical skills gained compared to the professionals/technical/supervisory and those in the rank and file/clerical. In terms of personal aspect and professional, there is no significant difference when grouped according to the respondents' profile.

In the recent years, numerical reasoning skills and critical think ability have become much more important. These are considered as one of the most basic skills needed in data driven marketplace today, and absence of this numerical reasoning skills will experience difficulty to succeed in many jobs [26].

However, the profile variables such as age, sex, civil status, past and present position shows no significant difference on the assessment of the skills gained from MIHM program.

CONCLUSION AND RECOMMENDATION

Majority of the respondents are in the age bracket of 31 to 40, female, married, presently employed, with the past and current job position of professional/Technical and supervisory, employed in the company from 6 to 10 years, working locally and in contractual employment status. The respondents strongly agreed on the skills they gained from MIHM program such as handling customer complaint, independent working, strategic skills, problem solving, personal learning, teamwork, leadership, communication and decision making. Majority of the respondents consider to a great extent the opportunity to pursue PhD in IHM or related field as the personal impact; while to a very great extent they consider providing career progress and an avenue for receiving more employers' incentive as a professional impact.

The student outcome demonstrating professionalism in handling challenges in the work place with integrity and credibility gives to a very extent impact to MIHM graduates. Core Courses, Professional Courses and Cognate courses are very relevant to the current job position. It was also found out that there is no significant difference in the assessment of skills gained by the graduates in terms of age, sex, civil status, past position and current position, however, the number of years in the company, place of work and employment status have significant difference. This study can be used as marketing tool to attract students to enrol to the program due to the relevance of the courses to the workplace.

It is recommended that the Graduate School, specifically MIHM program may conduct regular review of the curriculum to update industry trends. The

Strategic Communication, Linkages and International Affairs (SCLIA) may continuously improve the marketing program for MIHM to expand area of coverage and reach out other areas not only in Batangas but in CALABARZON region. Future researcher may conduct periodic study of the MIHM graduates after 2015 to give update on the employability status.

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