



## **Employer's Expectations and Employability of Food and Beverage Services Graduates**

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### **ABSTRACT**

This study examines the employability of Food and Beverage Services (FBS) graduates in terms of work satisfaction and the skill proficiency expected by employers. The study employed a quantitative research design, distributing survey questionnaires to FBS alumni employed in the hotel sector. Mean and standard deviation were used to evaluate job happiness and skill competency, and the Pearson Moment Correlation Coefficient was used to examine the connection between employability and employer expectations. The results showed that FBS graduates were generally happy with their jobs and had favorable opinions about their working conditions, job stability, and recognition. The respondents showed expertise in several industry-related competencies. The null hypothesis was rejected since the correlation analysis revealed a substantial association between employer expectations and job satisfaction. According to these findings, matching educational programs to industry standards improves employability and guarantees that graduates can satisfy labor demands. The study emphasizes how crucial it is to integrate immersive learning, make use of technology, and improve communication skills to match education with industrial requirements. Graduates who can adjust to industry needs while retaining high levels of professional competence and job happiness are highly valued by employers. The main goal of the recommendations is to improve graduates' employment success by bridging the gap between industry demands and academic preparation.

**Keywords:** *Employer Expectations, Employability, Job Satisfaction, Skills Proficiency, Hospitality Industry*

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### **1. Introduction**

The Philippine education system underwent a significant transformation with the enactment of Republic Act 10533, also known as the Enhanced Basic Education Act of 2013. This law extended basic education to include Senior High School (SHS), adding Grades 11 and 12, to equip graduates with the necessary skills and knowledge for better employment opportunities. The Technical-Vocational and Livelihood (TVL) track, specifically the Home Economics (HE) strand, was introduced within this framework to provide students with practical, job-ready skills directly applicable to various industries.

Despite these efforts, the rapidly changing demands of industries, driven by technological advancements and evolving global standards, pose challenges for the TVL HE programs. Questions have emerged regarding the effectiveness of these programs in aligning with industry needs and their ability to prepare graduates for the workforce. Employers often express concerns about the readiness of TVL HE graduates, citing gaps between the skills provided by the curriculum and those required in the workplace.

This study sought to address these concerns by conducting a comprehensive assessment of the relationship between employers' expectations and the level of employability of Food and Beverages Service (FBS) graduates. Through a detailed comparative analysis, the study explored the extent to which the TVL HE programs meet the industry demands, incorporate immersive learning experiences, leveraging technological tools, and communication skills expected by different industries. The findings offer valuable insights and recommendations to enhance the relevance and effectiveness of the TVL HE programs, improving the employability of its graduates. e only separated by headings, subheadings, images and formulae. The section headings are arranged by numbers, bold and 9.5 pt. Here follows further instructions for authors.

According to the Credential Theory, a senior high school education provides students with the necessary abilities to apply for jobs. From the credentials point of view, abilities utilized in gaining a scenario, the employer saw education as a factor of employee trainability and effectiveness (Collins, 1979). He additionally emphasized the credentials gained by a senior high school graduate, particularly high credentials, which businesses examine when selecting staff. However, qualifications do not always represent an employee's worth. The applicants spending extra years in school have fewer odds of being hired than applicants who spend the specified number of years in education.

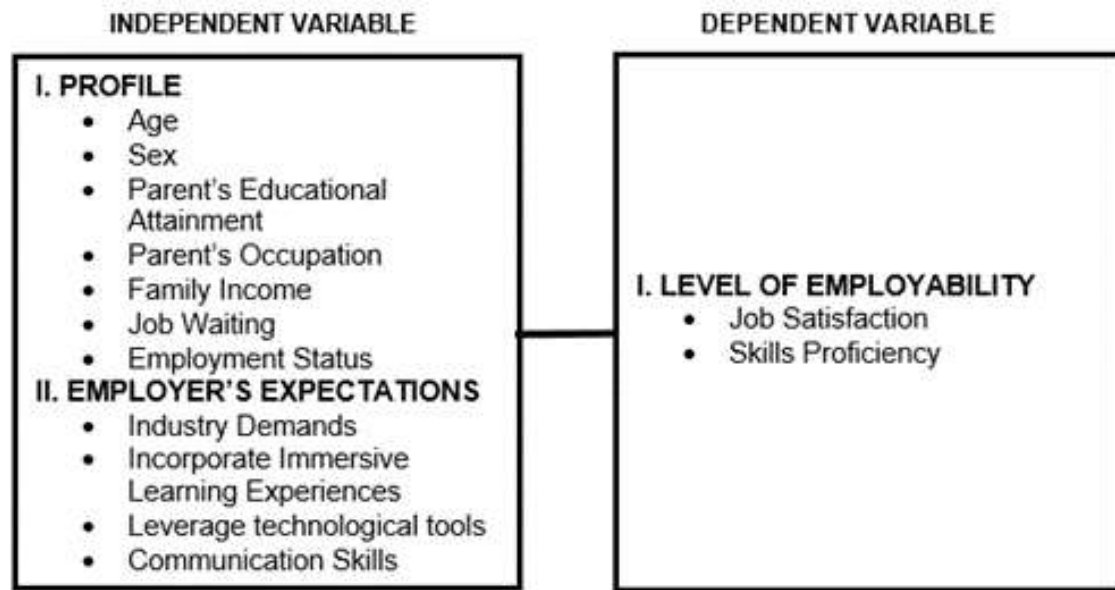


Figure 1. Research Paradigm

## 2. Research Problem

This study aims to determine what employers expect from Food and Beverage Services (FBS) graduates from Olongtao National High School to do in the workforce. Its specific goal is to pinpoint the critical skills companies believe FBS graduates must have to be considered for employment. The results of this study will be indispensable assuring that graduates comply with industry standards and are efficiently ready for the workforce.

Specifically, this study aims to answer the following questions:

1. What is the profile of the respondents as to
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Parent's Educational Attainment;
  - 1.4. Parent's Occupation;
  - 1.4 Family Income;
  - 1.5 Job Waiting; and
  - 1.6 Employment Status?
2. What are the employer's expectations of Food and Beverage Services graduates in terms of:
  - 2.1 Industry Demands;
  - 2.2 Incorporates Immersive Learning Experiences;
  - 2.3 Leverages Technological Tools; and
  - 2.4 Communication Skills?
3. What is the level of employability of Food and Beverage Services Graduates as to:
  - 3.1 Job Satisfaction; and
  - 3.2 Skills Proficiency?
4. Is there a significant relationship between employer expectations of Food and Beverage Services graduates and their level of employability in terms of:
  - 4.1 Job Satisfaction; and
  - 4.2 Skills Proficiency?

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### 3. Methodology

#### Research Design

This study used a descriptive-correlational approach to examine the alignment between the Technical-Vocational and Livelihood (TVL) Home Economics curriculum and industry expectations. Descriptive survey research is essential for collecting comprehensive data on the demographic profiles of respondents, such as their age, sex, educational attainment, and level of completion in the curriculum. This design helped to establish a detailed understanding of the current state of the study population, offering insights into their background and context, which is crucial for analyzing how well the curriculum is tailored to meet industry demands. Descriptive correlational research was used to determine the relationships between variables, such as curriculum competencies with industry standards. By identifying patterns and correlations between curriculum content and the competencies expected by employers, this design helps to reveal whether and how well the curriculum supports the development of skills required in the workforce. This approach is instrumental in understanding the connections between educational outcomes and industry needs, providing valuable insights into the effectiveness of the curriculum in preparing students for their careers.

#### Respondents of the Study

The respondents in this study were Alumni Graduates who took Food and Beverage Services under the TVL Home Economics (HE) Curriculum. These Alumni graduates come from two consecutive school years: School Year 2022-2023 and School Year 2023-2024, respectively.

**Population and Sampling Technique** No sampling technique strategy was used in this research study because the goal was to collect data from the overall population being studied. A sampling technique was not necessary because the research's scope included all pertinent participants or subjects. Without depending on a portion of the population, this method guaranteed that the conclusions reflect the entire collection of data and offer thorough and accurate insights. Limited industries such as dining restaurants and hotels that are confined in the town of Macalelon offer different food snacks, Filipino cuisines, and services for different guests, both local and foreign tourists.

**Data Gathering Procedure** The data-gathering process for this study followed a systematic approach to ensure the accuracy and reliability of the collected data. Initially, the target respondents were TVL alumni and representatives from industry-relevant sectors. After finalizing the respondents' list, the process began by distributing the adapted-modified survey instrument to TVL HE alumni and industry representatives. This survey was administered either in person or online via Google Forms, depending on the respondents' accessibility and preferences. The research instrument was checked to ensure that the content is reliable and valid for use in the survey. The researcher kept on consulting and asked for approval from the research panel for the research questionnaire. Upon its approval, the researcher sought permission from the Graduate Studies and Applied Research Dean's Office. Before distributing the research instrument to the respondents, a pilot test was conducted to test the reliability and validity of the instrument. After the reliability and validity test was made and confirmed by the statistician, the research instrument was distributed and sent to the respondents personally, and responses were collected immediately after collection using Google Forms. The data were tabulated and sent to the Statistics Center to facilitate the results for analysis and interpretation.

#### Research Instrument

The study utilized multiple research instruments to gather comprehensive data. First, an Adopted-Modified Survey Instrument collected information about the respondents, such as age, sex, parents' educational attainment, occupation, and family income. Additionally, scale-based questions, adapted from Cadavido (2017) and Domingo (2021), were integrated to measure respondents' perceptions of employability with employers' expectations. The parts of the research survey instrument were divided into three parts: Part I for the Profile of the Respondents, Part II for the Employer's Expectations, and Part III for the Employability of the Food and Beverages Services Graduates.

**Statistical Treatment of Data** The statistical treatment of the collected data involved several methods to analyze quantitative data. Initially, the mean, standard deviation, frequency, and percentage were calculated for the scale-based survey responses. These measures provided insights into the central tendencies and variabilities within the data, particularly in evaluating how well the Food and Beverages Services graduates' employability aligned with the employer's expectations. To examine the relationship between employers' expectations and the employability of FBS (Food and Beverage Services) graduates, the researcher used Pearson's  $r$  at 0.05 level of significance in the research. The researcher evaluated the direction and strength of the relationship between these variables quantitatively and measured of linear correlation between the two variables. The objective was to determine whether there was a statistically significant relationship between the employability results of FBS graduates and what employers anticipated. Insights from this investigation helped match industry expectations with educational outcomes, guaranteeing that FBS graduates were ready for the demands of the labor market.

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### 4. Results and Discussions

This section presents the findings according to the study's research questions. They were presented in the form of tables and gave the reader a concrete and itemized view of the item.

**PART I. PROFILE OF THE RESPONDENTS****Table 1** *Distribution of Respondent's Profile as to Age*

Age	Frequency	Percentage
17 – 19 years old	42	49.4
20 – 22 years old	37	43.5
23 – 25 years old	3	3.5
26 – 28 years old	2	2.4
29 years old and above	1	1.2
<b>TOTAL</b>	<b>85</b>	<b>100.0</b>

According to the data, 49.4% (42 out of 85) of the respondents are between the ages of 17 and 19. It indicates that most participants are new graduates or young professionals starting their careers. The age group of 20–22 years old comes in second at 43.5% (37 respondents), indicating that a sizable percentage of respondents may already have some work experience or more schooling. In later age groups, the percentage of respondents drastically drops. 2.4% (2 respondents) are between the ages of 26 and 28, compared to just 3.5% (3 respondents) who are between the ages of 23 and 25. The age group of 29 years and older accounts for the lowest percentage, 1.2% (1 respondent). This distribution implies that younger people, those who have just finished school and are just starting their careers, make up the majority of the study's sample. The results highlight that people in their late teens and early twenties significantly influence the respondents' attitudes and experiences, which is significant when examining career expectations, skill application, and work preparation. The Philippine Statistics Authority Data (2025) revealed that the labor age force starts at 15 and older, signifying that there is an increase across the Philippines.

**Table 2** *Distribution of Respondent's Profile as to Sex*

Sex	Frequency	Percentage
Female	39	45.9
Male	46	54.1
<b>Total</b>	<b>85</b>	<b>100.0</b>

The data indicate that male respondents make up 54.1% (46 out of 85), while 45.9% or 39 respondents are female. This suggests that the participants were distributed evenly, with a small male preponderance in the sample. Gender differences are observed, with males being more decisive in career decision-making than females (Digamon & De La Peña, 2021). Both males and females have almost equal representation. This balance guarantees that results about skills application, job experiences, and employment preparation represent the perspectives of both sexes. Furthermore, the findings may suggest that the sector or area under investigation draws a gender-diverse workforce. This means the Philippines has made significant progress in gender equality, ranking high globally in education parity (Yap & Melchor, 2015).

**Table 3** *Distribution of Respondents' Profile as to Parents' Educational Attainment*

Educational Attainment	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Elementary Level	29	34.1	29	34.1
Elementary Graduate	13	15.3	17	20.0
High School Level	17	20.0	21	24.7
High School Graduate	20	23.5	16	18.8
College Level	4	4.7	1	1.2
College Graduate	1	1.2	1	1.2
Post Graduate	1	1.2	0	0.00
<b>Total</b>	<b>85</b>	<b>100</b>	<b>85</b>	<b>100.00</b>

It is evident from the data on parental educational attainment that most women and fathers have less formal education. Of the respondents, 20.0% of mothers and 15.3% of fathers had completed elementary school; however, a noteworthy 34.1% of parents had not. Parents' educational background plays

a crucial role, with students from highly educated families making more professional career choices and experiencing less difficulty in decision-making (Mbagwu & Ajaegbu, 2016). Regarding high school education, 23.5% of fathers and 18.8% of mothers successfully finished high school, whilst 20.0% of fathers and 24.7% of mothers reached high school but did not graduate. This implies that a sizable percentage of the respondents are from households in which formal education was not pursued past the secondary level. Very few parents went on to further their studies. Among fathers and mothers, only 1.2% are college graduates, and 4.7% of fathers and 1.2% of moms attended college but did not complete their degrees. Furthermore, whereas none of the women in the sample have earned a postgraduate degree, 1.2% of fathers have. Most respondents, according to these data, come from households where higher education was not fully attained. Economic possibilities, career goals, and the importance of higher education in families may all be impacted by this. Research consistently shows that parental factors significantly influence senior high school students' career choices for taking up the Home Economics Strand in the Technical-Vocational and Livelihood Education. While parental influence is prominent, studies suggest that imposing career choices on children may lead to dissatisfaction with their future vocations (Anovunga, 2023). Additionally, socioeconomic status affects career choices, with students from lower-income families tending to be more fixed in their decisions (Digamon & De La Peña, 2021). To address these influences, researchers recommend introducing career programs in schools, involving parents in career guidance, and encouraging open communication between parents and children about career options (Anovunga, 2023; OppusuPaapaAgyiri, 2020).

**Table 4** *Distribution of Respondent's Profile as to Parent's Occupation*

Occupation	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Regular	29	34.1	21	24.7
Temporary / Contractual	19	22.4	7	8.2
Self-employed	16	18.8	15	17.6
Not employed	21	24.7	42	49.4
Others (specify)	-	-	-	-
<b>TOTAL</b>	<b>85</b>	<b>100.0</b>	<b>85</b>	<b>100.0</b>

According to the data, a larger proportion of fathers (34.1%) have regular occupations, but a smaller proportion of moms (24.7%) have steady, long-term jobs. This implies that fathers with stable jobs are more likely to be the home's main breadwinners. Half of the respondents' mothers do not have formal occupations, as seen by the noteworthy unemployment rates of 49.4% of mothers and 24.7% of fathers. This may indicate that many mothers perform informal, or household tasks, not included in their official career histories. Furthermore, 8.2% of mothers and 22.4% of fathers work in temporary or contract positions, suggesting that some families of the respondents' experience job insecurity. Although this kind of work could pay, it does not offer benefits or long-term stability. Meanwhile, 17.6% of mothers and 18.8% of fathers work for themselves, suggesting that some of the respondents' parents make a living through small companies or entrepreneurship. The result reveals that a sizable portion of respondents come from homes with differing degrees of financial stability, and many of them are facing financial uncertainty because of temporary work or a lack of formal employment. The respondents' desire to find work and achieve financial independence may be impacted by this. Parental income level and occupation also impact students' career pursuits (OppusuPaapaAgyiri, 2020). Research indicates that parental characteristics significantly influence senior high school students' career choices. Parents' income level, educational background, and occupation impact students' career decisions (OppusuPaapaAgyiri, 2020; Anovunga, 2023).

**Table 5** *Distribution of Respondents' Profile as to Family Income*

Family Income	Frequency	Percentage
Below ₦ 5,000 (very low income)	45	52.9
₦5,001 - ₦10,000 (low income)	24	28.2
₦10,001 - ₦15,000 (middle income)	8	9.4
₦15,001 - ₦25,000 (high income)	5	5.9
₦25,001 - ₦40,000 (moderately high income)	2	2.4
₦ 40,001 and above (very high income)	1	1.2
<b>TOTAL</b>	<b>85</b>	<b>100.0</b>

According to the data, a considerable proportion of the respondents are from low-income households. Most of the respondents' families (52.9%) are classified as extremely low-income since their monthly income is less than ₦5,000. Furthermore, 28.2% of families fall into the low-income category with incomes between ₦5,001 and ₦10,000. The data suggest that around 81.1% of the participants are from low-income households. Just 9.4% of respondents make between ₦10,001 and ₦15,000 a month, making them from middle-class families. In the meantime, 5.9% of respondents' families make

between ₱15,001 and ₱25,000, which is considered high income, and 2.4% make between ₱25,001 and ₱40,000, which is less than half. Lastly, just 1.2% of respondents are from extremely wealthy families who make at least ₱40,001 a month. These results imply that most respondents are from economically disadvantaged backgrounds, which could affect their access to school resources, career goals, and urgency in looking for work following graduation. Research on career choices among Filipino students reveals several influential factors. Family income plays a significant role, with lower-income students being more decisive about their career paths (Digamon & De La Peña, 2021). Their family's financial circumstances can also operate as a driving force behind the acquisition of skills that enhance their employability. Parental influence is a prominent factor in career decision-making (Nazareno et al., 2021; Digamon & De La Peña, 2021; Babagay-Llacer, 2021).

**Table 6** *Distribution of Respondent's Profile as to Employment Status*

Employment Status	Frequency	Percentage
Regular / Permanent	31	36.5
Probationary	2	2.4
Contractual / Casual	7	8.2
Part-Time	42	49.4
Project-based employment	3	3.5
<b>TOTAL</b>	<b>85</b>	<b>100.0</b>

Most respondents (49.4%) are part-time workers, meaning that almost half of them work at jobs with fewer hours and lower pay. This implies that many respondents might still be juggling work and other obligations or be in the process of moving from school to full-time employment. To overcome these challenges, graduates engage in hustles, seek advice, and apply to industries accepting SHS graduates (Gea et al., 2024). A noteworthy 36.5% of respondents are employed regularly or permanently, indicating that they have steady work with benefits and long-term stability. Research suggests that SHS graduates demonstrate high cognitive, technical, and emotional skills, with the latter two being significant predictors of employability (Carada et al., 2022). For more than one-third of the respondents, this is a sign of stable employment. A percentage of the respondents are in temporary positions without long-term job security, as evidenced by the 8.2% of respondents who are employed contractually or casually and the 2.4% who are on probation. Lastly, 3.5% of workers are project-based, which means their jobs are dependent on finishing tasks rather than having continuous responsibilities. Overall, even though some of the respondents have found work, most of the respondents are still looking for steady, long-term professions, as evidenced by the prevalence of contract, project-based, and part-time work. This might draw attention to the necessity of more robust job placement support and skill-building initiatives to aid graduates in securing more stable jobs.

**Table 7** *Distribution of Respondent's Profile as to Job Waiting Periods*

Job Waiting Periods	Frequency	Percentage
below 1 month	47	55.3
1 month to 3 months	14	16.5
3 months to 6 months	5	5.9
6 months to 9 months	5	5.9
9 months to 1 year	2	2.4
More than 1 year	12	14.1
<b>TOTAL</b>	<b>85</b>	<b>100.0</b>

There is a significant demand for the abilities and qualifications of the respondents, as evidenced by the fact that most of them (55.3%) were able to find work within a month of finishing their studies. Tourism graduates in the Philippines reveal insights into their employment experiences. Graduates typically find their first jobs within one to six months after graduation, often through walk-in applications (Simangca et al., 2022). This implies that a sizable percentage of the graduates were employable and swiftly integrated into the workforce. It shows that most graduates do not have to spend time looking for work, which is a good sign of employability. Another 5.9% waited six to nine months to find employment. Graduates face challenges in transitioning to the job market, with waiting periods ranging from 0 to 6 months (Sari & Sudira, 2019; Maryam et al., 2020), while a smaller percentage (5.9%) waited three to six months. These people might have had to deal with issues including competitive employment, a lack of industry contacts, or a mismatch between their qualifications and open positions. It also shows that 14.1% remained unemployed for a year, whereas only 2.4% waited between nine months and a year. This implies that a small but significant percentage of graduates have trouble finding employment, whether lack of appropriate skills, work prospects, or outside variables like the state of the economy. Overall, even while most graduates find employment promptly, a sizable minority face employment delays, underscoring the need for greater industry ties, career counseling, and skill development to improve job placement results.

## **PART II. EMPLOYER'S EXPECTATIONS**

**Table 8** *Employer's Expectations on Food and Beverage Services Graduates in terms of Industry Demands*

Indicators	Mean	SD	Interpretation
As an employee I...			
1. comes to work consistently and punctually, aligning with industry attendance standards.	4.20	.923	Agree
2. shows enthusiasm, commitment, and dedication to the tasks at hand	4.11	.988	Agree
3. prioritizes safety and practices safety- conscious behaviors in the workplace.	4.53	.839	Strongly Agree
4. offers practical solutions to work-related challenges	4.25	.770	Strongly Agree
5. executes tasks according to the job description and adapts effectively to changing demands.	4.10	.921	Agree
6. utilizes the first-in, first-out (FIFO) method for processing documents and providing client services.	4.10	1.16	Agree
7. maintains high standards, perseveres through tedious or difficult tasks, and follows established plans.	4.00	1.13	Agree
8. exhibits the necessary competencies, skills, knowledge, and attitudes required for task performance.	4.02	1.034	Agree
9. brings forth new ideas and shares expertise to enhance the department or organization.	3.94	.943	Agree
10. operates tools and equipment safely, with a focus on cleanliness and organization.	4.30	.998	Strongly Agree
<b>TOTAL</b>	<b>4.15</b>	<b>0.97</b>	<b>Agree</b>

Legend: 4.21-5.00 (Strongly Agree): 3.41-4.20 (Agree): 2.61-3.40 (Neutral): 1.81-2.60 (Disagree): 1.00-1.80 (Strongly Disagree)

According to the results, graduates of Food and Beverages Services (FBS) programs typically satisfy industry criteria, exhibiting proficiency in important workplace expectations with an overall mean of 4.15 (Agree). According to Rao (2014) and Halyati & Sulistyani (2017), safety, operational effectiveness, and conformity to industry standards are crucial components of successful hospitality, and the highest-rated indicator, "prioritizing safety and practicing safety-conscious behaviors" (4.53, Strongly Agree), supports these ideas. Fostering a safety-conscious work environment is crucial for preventing workplace accidents and improving safety outcomes. Key factors include employee perceptions of safety priorities across organizational levels. Also, addressing employee perceptions of safety priorities at the company, supervisor, and worker levels can improve safety behaviors and reduce injuries (Huang et al., 2020). Additionally, graduates do exceptionally well in equipment handling (4.30, Strongly Agree) and problem-solving (4.25, Strongly Agree), confirming Clayton (2013) and Galina et al. (2016), who emphasize the need for flexibility and ongoing learning for industrial preparation. Zakharchyn & Sytnyk (2023) emphasize that to remain competitive, there is a need for increased creativity and strategic thinking, as indicated by the lowest-rated indicator, "bringing forth new ideas" with a mean of 3.94. FBS graduates must be creative and find new ways to be creative and innovative at work to give the department they are working with to promote improvement and enhancement of the department they belong to. Successful innovation increases the value of tourism products and attracts consumers (Korres, 2007; Morozova et al., 2023). In addition, innovation plays a crucial role in the development and competitiveness of the tourism industry. It contributes to economic growth, employment, and sustainable development (Korres, 2007). The findings of the study that FBS graduates exhibit great workplace commitment and task execution are further supported by Yan (2018) and Ahmad (2023), who highlight professionalism, customer service, and attention to detail as essential in guaranteeing visitor happiness. All things considered, the results confirm that although graduates are adequately educated, encouraging innovation and leadership could increase their competitiveness in the market. Overall, the results show that FBS graduates successfully fulfill industry standards, especially in terms of dedication, timeliness, safety procedures, and job performance. But more focus on innovation, creativity, and flexibility can improve their industry readiness even more.

**Table 9** *Employers' Expectations on Food and Beverage Services Graduates in Terms of Incorporating Immersive Learning Experience*

Indicators	Mean	SD	Interpretation
As an employee I...			
1. accepts feedback from peers and supervisors to enhance performance during learning experiences.	4.21	.952	Strongly Agree
2. demonstrates emotional maturity and stability in stressful situations encountered during learning activities.	4.09	.983	Agree
3. can effectively troubleshoot issues, applying learned concepts to address immediate concerns.	3.98	.938	Agree
4. interprets necessary skills, standard and core skill levels, education levels, and learning needs.	4.11	.926	Agree
5. supports co-workers in executing newly learned tasks through mentorship, shadowing, and similar methods.	4.19	.944	Agree

Indicators	Mean	SD	Interpretation
6. analyzes information required for performance tasks and applies learning to real work scenarios.	4.09	.826	Agree
7. shows confidence in the competencies acquired from school and work immersion.	4.13	.985	Agree
8. reflects on and writes about the work immersion experience, discussing both positive and negative aspects.	3.98	1.058	Agree
9. collaborates with peers and mentors during immersive learning activities to deepen understanding and skill development.	4.08	1.014	Agree
10. actively seeks and incorporates feedback from supervisors and colleagues during immersive learning to enhance performance and outcomes.	4.09	.934	Agree
<b>TOTAL</b>	<b>4.10</b>	<b>0.956</b>	<b>Agree</b>

Legend: 4.21-5.00 (Strongly Agree): 3.41-4.20 (Agree): 2.61-3.40 (Neutral): 1.81-2.60 (Disagree): 1.00-1.80 (Strongly Disagree)

Food and Beverage Services (FBS) graduates who can integrate immersive learning experiences into their employment are valued by employers. In line with the tenets of immersive learning programs, graduates exhibit flexibility and competency in real-world situations (Guilford et al., 2023; Sutikno, 2024), as evidenced by their overall mean score of 4.10 (Agree). Self-realization and career orientation are emphasized as crucial elements of workplace readiness in Professional Career in Education (2023), which is supported by the highest-rated indicator, "accepting feedback to enhance performance" (4.21, Strongly Agree). Responding to comments enables graduates to improve their abilities, broaden their knowledge, and match their career goals with their aspirations. Additionally, graduates demonstrate significant mentorship support (4.19, Agree) and emotional maturity (4.09, Agree), highlighting the value of industry-aligned training programs and collaborative learning (Lapointe-Antunes, 2023; Ogunsiji et al., 2022). In the hospitality industry, where guest management (Pabilando et al., 2022) and customer service (Mitra et al., 2022) are essential to job performance, this is critical. The indications that received the lowest ratings, "troubleshooting issues" (3.98, Agree) and "reflecting on work immersion experiences" (3.98, Agree), indicate that more work must be done to improve self-assessment techniques and deeper analytical abilities. These elements are critical for workplace problem-solving and ongoing development, as stressed by Lysak (2022) and Lathifah et al. (2022). The findings also support those of Paul et al. (2021) and Dehury et al. (2022), who emphasize the significance of safety, hygienic workplaces, and organized learning opportunities in guaranteeing professional competency. Vocational training research (Nuraeni et al., 2022; Purnomo, 2024) also lends credence to the notion that practical experiences improve motivation, job performance, and skill acquisition. The results confirm that immersive learning improves employability by giving FBS graduates professional flexibility, collaborative skills, and practical knowledge. Although they have a strong ability to coach others and take criticism, they might be better prepared for challenging situations at work if they put more emphasis on critical thinking, problem-solving, and introspection. Enhancing these areas will help graduates meet industry standards, guarantee ongoing development, and increase their chances of long-term professional success (Cleofas, 2024).

**Table 10** Employer's Expectations on Food and Beverage Services Graduates in Terms of Leveraging Technological Tools

Indicators	Mean	SD	Interpretation
As an employee I...			
1. effectively handles the tools and equipment necessary for their specialized tasks.	4.21	.952	Strongly Agree
2. employs appropriate technological tools to boost work efficiency.	4.09	.983	Agree
3. quickly adjusts to new technological systems introduced in the workplace.	3.98	.938	Agree
4. shows self-discipline and accountability in utilizing technology to complete tasks.	4.11	.926	Agree
5. offers constructive feedback to management on enhancing technological workflows.	4.19	.944	Agree
6. proactively seeks new technological tools to streamline work processes.	4.09	.826	Agree
7. makes essential use of spreadsheets, data management, troubleshooting, social media, and wireless technology.	4.13	.985	Agree
8. set up tools and equipment in the assigned areas to align with the work requirements.	3.98	1.058	Agree
9. stay updated with emerging technologies relevant to the industry and apply them to improve work processes and efficiency.	4.08	1.014	Agree
10. utilize digital collaboration tools to effectively communicate and coordinate tasks with team members in remote or hybrid work environments.	4.09	.934	Agree
<b>TOTAL</b>	<b>4.10</b>	<b>0.956</b>	<b>Agree</b>



*Legend: 4.21-5.00 (Strongly Agree): 3.41-4.20 (Agree): 2.61-3.40 (Neutral): 1.81-2.60 (Disagree): 1.00-1.80 (Strongly Disagree)*

According to the results, businesses anticipate that graduates in the Food and Beverage Services (FBS) field can use technology efficiently at work. The results indicate that graduates are competent in using technology for a variety of work responsibilities, in line with the growing technological needs in the hospitality and service industries, with an overall mean of 4.10 (Agree) (Sarna & Tyagi, 2023). The importance of technical responsibility in contemporary workplaces is reflected in the highest-rated indicator, "showing self-discipline and accountability in utilizing technology to complete tasks" (4.27, Strongly Agree). This shows that graduates recognize the value of using digital tools ethically and effectively, which is essential for success in the workplace. Additionally, graduates show competence in using tools and equipment (4.14, Agree), keeping up with new developments in technology (4.14, Agree), and arranging tools and equipment by job specifications (4.13, Agree). These skills are crucial in technologically advanced settings such as the hotel and tourism sector, where automation, artificial intelligence, and the Internet of Things enhance management, operations, and services (Sarna & Tyagi, 2023). However, graduates may require additional training in collaborative digital communication and critical evaluation of technology in the workplace, as evidenced by slightly lower ratings on "offering constructive feedback on technological workflows" (3.98, Agree) and "utilizing digital collaboration tools for remote or hybrid work" which has a mean of 3.98 the signifying Agree. As companies shift to remote and digital work environments, these areas are becoming more and more crucial. These results are consistent with those of Chad (2014) and Campbell-Kelly (2023), who highlight the enhancements of documentation, data analysis, inventory management, and marketing in the food and hospitality industries through computer operations, spreadsheet management, database administration, and internet-based research. Moreover, industry-specific technologies and platforms based on metacognition are integrated to assist in closing the gap between industry demands and education (Yudantoko, 2022). Digital communication has significantly impacted social networks, enhanced global accessibility, and created new career opportunities in technology-related fields, especially in the Hospitality and Tourism Sectors (Revathi, 2024).

**Table 11** *Employer's Expectations on Food and Beverage Services Graduates in terms of Communication Skills*

Indicators	Mean	SD	Interpretation
As an employee I...			
1. exhibit appropriate eye contact, gestures, and body language while engaging with others.	4.19	.945	Agree
2. maintain respect and professionalism when interacting with clients and supervisors.	4.25	.925	Strongly Agree
3. effectively communicates feedback to supervisors or colleagues.	4.24	.947	Strongly Agree
4. demonstrate honesty and reliability in all communication tasks.	4.29	.946	Strongly Agree
5. practice ethical behavior in professional interactions.	4.22	.943	Strongly Agree
6. has developed oral and written communication skills that are used effectively.	4.04	.944	Agree
7. listen attentively at work and concentrates without excessive effort.	4.01	1.018	Agree
8. show sensitivity and consideration of others' feelings in communication.	4.04	1.005	Agree
9. successfully elicit and share information during work-related discussions.	3.98	.963	Agree
10. provide and receive constructive, accurate feedback through both verbal and non-verbal communication.	3.99	1.006	Agree
<b>TOTAL</b>	<b>4.12</b>	<b>0.964</b>	<b>Agree</b>

*Legend: 4.21-5.00 (Strongly Agree): 3.41-4.20 (Agree): 2.61-3.40 (Neutral): 1.81-2.60 (Disagree): 1.00-1.80 (Strongly Disagree)*

The results show that when employing graduates of Food and Beverage Services (FBS), businesses place a high value on communication abilities. The results indicate that graduates have great communication skills, which are crucial for success in the hospitality and service industries, with an overall mean of 4.12 (Jang, 2022). The indicators with the highest ratings are "effectively communicating feedback to supervisors or colleagues" (4.24, Strongly Agree), "maintaining respect and professionalism when interacting with clients and supervisors" (4.25, Strongly Agree), and "demonstrating honesty and reliability in all communication tasks" (4.28, Strongly Agree). These results highlight how important professional and ethical communication is to preserving customer happiness and workplace productivity (Valo & Mikkola, 2019; Russell & Reimer, 2015). Additionally, graduates demonstrate high attention (4.01, Agree), nonverbal communication skills (4.19, Agree), and the capacity to share and elicit information during talks (3.98, Agree). In the fields of home economics, culinary arts, and hospitality, these elements support cooperation, teamwork, and efficient service (Horila, 2019). While graduates are skilled communicators, further improvement in interactive and feedback-driven communication may be helpful, according to slightly lower ratings on "successfully eliciting and sharing information" (3.98, Agree) and "providing and receiving constructive feedback" (3.99, Agree). This is in line with Tomas et al. (2023), who emphasize how various team dynamics affect the efficacy of communication.

**Table 12** Summary Table of Employer's Expectations Variables

Employer's Expectations	Mean	SD	Interpretation
Industry Demands	4.15	0.970	Agree
Incorporating Immersive Learning Experience	4.10	0.956	Agree
Leveraging Technological Tools	4.10	0.956	Agree
Communication Skills	4.12	0.964	Agree
<b>OVERALL MEAN</b>	<b>4.12</b>	<b>0.961</b>	<b>Agree</b>

Legend: 4.21-5.00 (Strongly Agree): 3.41-4.20 (Agree): 2.61-3.40 (Neutral) 1.81-2.60 (Disagree): 1.00-1.80 (Strongly Disagree)

The table shows that the overall mean is 4.12 for the Employer's Expectations, which means it is generally agreed. Among all the factors of Employer's Expectations, Industry Demands has the highest mean of 4.15, signifying its highest priority among the factors for the Food and Beverages Graduates, while Incorporating Immersive Learning Experience and Leveraging Technological Tools have the same mean, which means that it is equally seen by Employers important in the workforce. The similarity reflects those respondents had a consistent level of agreement on both aspects, thus relevant to the Food and Beverages Services Industry and the Tourism Sector.

### PART III. LEVEL OF EMPLOYABILITY

**Table 13** Level of Employability of Food and Beverage Services Graduates in terms of Job Satisfaction

Indicators	Mean	SD	Interpretation
1. I am satisfied with the physical working conditions, including my workspace and the equipment I use.	4.13	.997	MS
2. The workplace environment enhances my productivity.	4.08	.966	MS
3. I feel emotionally supported by both my colleagues and superiors.	4.02	.886	MS
4. I have positive interactions with coworkers and feel respected in the workplace.	4.24	.840	VS
5. I feel secure in my current job position.	4.08	.966	MS
6. I trust that my job stability is not at risk in the foreseeable future.	4.09	.908	MS
7. I believe the company's human resource policies are fair and transparent.	4.11	.900	MS
8. The HR policies promote a healthy work-life balance and recognize employee contributions.	4.04	.932	MS
9. I am satisfied with my salary and benefits.	3.98	.951	MS
10. I feel recognized and appreciated for my contributions to the organization.	3.94	.956	MS
<b>TOTAL</b>	<b>4.07</b>	<b>0.930</b>	<b>MS</b>

Legend: 4.21-5.00 VS (Very Satisfied): 3.41-4.20 MS (Moderately Satisfied): 2.61-3.40 S (Satisfied): 1.81-2.60 D (Dissatisfied): 1.00-1.80 VD (Very Dissatisfied)

Based on the overall mean of 4.07 (Moderately Satisfied), the results indicate that graduates of Food and Beverage Services (FBS) are confident in their employment. Positive interactions with coworkers and feeling respected at work are the most highly rated indicators, with a mean of 4.24. According to these findings, employee satisfaction is influenced by workplace relationships and HR procedures (Ntshale, 2021). Nonetheless, as indicated by lower ratings for "feeling recognized and appreciated for contributions" with a mean of 3.94. Research consistently shows that employee recognition and appreciation are crucial for job satisfaction, performance, and organizational commitment. When employees feel valued for their contributions, it leads to increased engagement, reduced turnover, and higher customer satisfaction (White, 2016). Recognition acts as a social reinforcer, positively impacting contribution behaviors, especially for first-time recognition (Bhattacharyya et al., 2020). Productivity, emotional health, and general job dedication are all improved in a supportive work environment (Ntshale, 2021).

**Table 14** *Level of Employability of Food and Beverages Service Graduates in terms of Skills Proficiency*

Indicators	Mean	SD	Interpretation
1. I utilize my customer service skills effectively to cater to the needs of clients and guests.	4.05	.962	Proficient
2. I continuously update my industry knowledge to stay competitive and aware of the latest trends and innovations.	3.89	.988	Proficient
3. I demonstrate professionalism and attention to detail in my interactions with customers, enhancing their overall experience.	3.96	.919	Proficient
4. I am proficient in food and beverage management, including menu planning, food safety, and customer service.	3.86	1.093	Proficient
5. I effectively handle guest concerns or complaints with empathy, clear communication, and problem-solving skills.	4.02	.913	Proficient
6. I follow workplace health and safety procedures to maintain a safe and productive work environment.	4.09	.983	Proficient
7. Adhering to hygiene standards and best practices is a priority for me to guarantee food safety and cleanliness in the workplace.	4.09	1.042	Proficient
8. I ensure that food and beverages are prepared and presented properly, in line with safety and quality standards.	4.07	1.078	Proficient
9. I am proficient in managing food and beverage inventory, ensuring that supplies are properly maintained at optimal levels to avoid shortages.	3.98	1.000	Proficient
10. I take pride in delivering outstanding food and beverage service, making sure to accurately meet guests' dietary preferences and special requests.	3.95	1.068	Proficient
<b>TOTAL</b>	<b>4.00</b>	<b>1.005</b>	<b>Proficient</b>

*Legend: 4.21-5.00 E/HP (Expert/ Highly Proficient): 3.41-4.20- P (Proficient): 2.61-3.40- C (Competent): 1.81-2.60 – D (Developing): 1.00-1.80- N/B (Novice/ Beginner)*

The findings reveal that Food and Beverage Services (FBS) graduates are usually proficient in important industry-related abilities, as evidenced by the overall mean of 3.99 (Proficient). The highest-rated indicators include “following workplace health and safety procedures” (4.09, Proficient) and “adhering to hygiene standards and best practices” (4.09, Proficient). This demonstrates the excellent foundation of graduates in maintaining food safety and cleanliness, which is crucial for consumer pleasure and regulatory compliance (Youssef, 2017). However, the lowest-rated factor, “proficiency in food and beverage management” (3.86, Proficient), implies a need for greater training in menu design, inventory management, and customer service. This is in line with Singh and Jaykumar (2019), who stress the importance of internships in providing hands-on experience to bridge the gap between academic learning and industry demands.

**Table 15** *Summary Table of Level of Employability Variables*

Level of Employability	Mean	SD
Job Satisfaction	4.07	0.930
Skills Proficiency	4.00	1.005
<b>OVERALL MEAN</b>	<b>4.04</b>	<b>0.968</b>

The result of the findings shows that the graduates are considered employable as the overall mean posits 4.04. Also, the standard deviation signifies consistent agreement among the respondents. There is a slightly higher mean of Job Satisfaction (4.07) compared to Skills Proficiency (4.00), which implies that graduates of the Food and Beverages Services find fulfillment in their roles in the industry. Yet, their skill levels may still have areas for improvement. It also shows that satisfaction with the job suggests that graduates easily adapt to their working environments and see their jobs as rewarding. However, slightly lower Skills proficiency means that graduates possess qualifications and competencies, and their employers see them as having more development in technical skills or practical applications. Overall, the results highlight the need for continuous skills enhancement while maintaining a work environment that fosters job satisfaction.

#### **PART IV. SIGNIFICANT RELATIONSHIP OF EMPLOYER’S EXPECTATIONS ON LEVEL OF EMPLOYABILITY OF FOOD AND BEVERAGE SERVICES GRADUATES**

Table 16 *Correlation Between the Employer Expectations of Food and Services Graduates and Their Level of Employability*

Employers' Expectations on Food and Beverages Graduates	Employability of Food and Beverages Services Graduates	
	Job Satisfaction	Skills Proficiency
	r-value	r-value
Industry Demands	.754**	.780**
Incorporates Immersive Learning Experiences	.757**	.742**
Leverages Technological Tools	.741**	.670**
Communication Skills	.657**	.720**

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

Employer expectations and Food and Beverage Services (FBS) graduates' employability are strongly positively correlated, especially when it comes to job satisfaction and technical competency, according to the correlation analysis. Industry demands have the strongest link with job happiness ( $r = .754$ ) and skills competence ( $r = .780$ ) of all the characteristics that were found, suggesting that graduates who satisfy industry standards are more satisfied at work and show better levels of competency. This result is consistent with Singh and Jaykumar's (2019) assertion that employability is improved by closing the gap between graduate capabilities and employer expectations. Furthermore, there is a substantial correlation between immersive learning experiences and job satisfaction ( $r = .757$ ) and skills proficiency ( $r = .742$ ), underscoring the significance of practical training, internships, and real-world exposure in equipping graduates to meet industry demands. Bello (2019) confirms this by highlighting the necessity of hands-on learning experiences to supplement theoretical knowledge and guarantee a well-rounded workforce. Furthermore, using technological tools is significantly correlated with both job satisfaction ( $r = .741$ ) and skill proficiency ( $r = .670$ ), highlighting the contribution of digital innovations to increased workplace productivity. Graduates with technological competencies are more prepared to satisfy employer expectations as the modern hotel and food service industries increasingly adopt technology-driven operations. This is in line with Asonitou and Kottara (2019), who support increased industry-academia cooperation to incorporate pertinent technology skills into curricula. FBS programs can assist graduates in better meeting the changing needs of the industry and increase their employability by incorporating digital literacy and technology adaptation. Additionally, with correlations of  $r = .720$  for skills proficiency and  $r = .657$  for job satisfaction, communication abilities are highly related to employability. In the food and beverage service industry, where employees often engage with clients, coworkers, and management, effective communication is a necessity. According to Youssef (2017), training in communication and manners in hospitality education enhances service quality and visitor happiness, which in turn leads to professional success. Strong communication and interpersonal skills increase a graduate's chances of succeeding in customer service positions, effectively resolving problems at work, and fostering meaningful relationships—all of which eventually boost job satisfaction and skill competence. This demonstrates the need to match educational programs with industry demands to guarantee improved job outcomes for graduates and validates that employer expectations significantly influence graduate employability.

## 5. Conclusion

The correlation analysis's findings provide compelling evidence against the null hypothesis. Employability factors and employer expectations have a substantial positive link, as indicated by these values, all of which were statistically significant. The results imply that employability (measured by work satisfaction and skill proficiency) rises in tandem with employer expectations. This implies that graduates are more likely to be satisfied with their jobs and exhibit greater skill competency in the workplace if they meet industry demands, participate in immersive learning experiences, use technology, and have excellent communication skills. Therefore, the null hypothesis is not accepted considering the result's statistical significance: employer expectations of FBS graduates and their employability, as measured by job satisfaction and skill proficiency, are significantly correlated.

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