

Innovative Resource Management and Career Readiness among Hospitality Management Students in Selected Higher Education Institutions in Rizal Province: Basis for a Proposed Sustainable Contextualized Development Initiative

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INTRODUCTION

Globally, the hospitality and tourism industry serves as a key driver of economic growth, requiring a workforce that is skilled, competent, and aligned with international standards. In the Philippines, this sector is a national priority, and Higher Education Institutions (HEIs) are tasked with producing graduates who meet industry demands. However, a persistent gap exists between academic preparation and workplace requirements, indicating that merely offering hospitality programs is insufficient. Effective and innovative management of institutional resources—including facilities, technology, faculty, materials, funds, and industry partnerships—is critical to bridging this divide. In Rizal Province, where tourism is rapidly expanding, and numerous schools offer Hospitality Management courses, limited research has been conducted on how resource management directly influences student readiness for employment. This study addresses this gap by evaluating current practices and their relationship to student preparedness.

Objectives

This study aimed to assess Innovative Resource Management and Career Readiness among Hospitality Management students in selected HEIs in Rizal Province, serving as the basis for a proposed intervention program. Specifically, it seeks to: determine the level of innovative resource management in terms of physical, technological, human, instructional, financial resources, and industry linkages; assess the extent of career readiness among students regarding self-efficacy, workplace behavior, industry knowledge, practical experience, and adaptability; identify significant differences in assessments among administrators, faculty, and students; determine if a significant relationship exists between resource management practices and student career readiness; identify challenges encountered; and propose an intervention program based on the findings of the study.

METHODS

The study utilized a descriptive research design to analyze existing conditions and relationships between variables. A total of 259 respondents—comprising 14 college administrators, 48 faculty members, and 197 students—were selected using purposive sampling from nine HEIs in Rizal Province. Data were gathered using a researcher-made questionnaire validated by experts and subjected to reliability testing. The instrument covered respondent profiles, assessment of resource management, evaluation of career readiness, identification of challenges, and assessment of the proposed program. Data were analyzed using statistical tools, including percentage, weighted mean, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation to interpret findings and test hypotheses.

RESULTS

The assessment of college administrators, faculty members, and students as to the innovative resource management in higher education institutions was rated as Highly Evident with an overall composite mean of 4.30.

The comparative assessment on Innovative Resource Management in Higher Education Institutions as evaluated by the three groups of respondents, namely College Administrators, Faculty Members, and Students, across six areas of concern: Physical Resources ($F = 2.54151$), Technological Resources ($F = 1.72909$), Human Resources ($F = 0.28459$), Instructional Resources ($F = 0.46419$), Financial Resources ($F = 0.70813$), and Industry Linkages and Collaboration ($F = 0.29578$). The analysis was conducted using $df = (2, 27)$ at 0.05 level of significance with a critical value of 3.35. The findings reveal that all computed F-values are lower than the critical value, indicating no significant differences in the assessments of College Administrators, Faculty Members, and Students across all areas of innovative resource management.

The assessment of career readiness among Hospitality Management students was rated as Highly Ready, with a grand mean of 4.57.

The correlation between Innovative Resource Management and Career Readiness across five indicators, namely Career Self-Efficacy ($r = 0.99$), Workplace Behavior and Attitude ($r = 0.99$), Industry Knowledge ($r = 0.99$), Practical Experience ($r = 0.99$), and Professional Adaptability ($r = 0.99$). The analysis was conducted using $df = 18$ at 0.05 level of significance with a critical value of 1.734. The findings reveal that all computed t-values, ranging from 4.23034 to 4.24022, are higher than the critical value, indicating significant relationships between innovative resource management and the identified dimensions of career readiness. Consequently, the null hypothesis was rejected in all indicators. The assessment of challenges encountered relative to innovative resource management and career readiness among hospitality management students in higher education institutions both were rated as Moderately Encountered with an overall composite mean of 3.36 and 3.30 respectively.

A Proposed Sustainable Contextualized Development Initiative was developed with the following key features: key result areas, objectives, programs/activities, persons involved, timeframe, budget or source of budget, and performance indicators.

The assessment on the acceptability of the proposed Sustainable Contextualized Development Initiative was rated as Highly Acceptable with an overall composite mean of 4.82.

CONCLUSIONS

The study concluded that Innovative resource management in higher education institutions in Rizal Province was found to be highly apparent; College administrators, faculty members, and students exhibited aligned viewpoints regarding innovative resource management; Collaborative teaching practices among senior high school teachers in the Division of Pasig City were observed to a great extent; Institutional resource management was found to be significantly associated with students' career readiness; and Challenges in resource management and career readiness were experienced to a moderate extent.

Furthermore, a Proposed Sustainable Contextualized Development Initiative was designed to sustain resource management and career readiness among hospitality management students and lastly, the Proposed Sustainable Contextualized Development Initiative was found to be highly favorable among the respondents.

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AMCA

DEDICATION

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AMCA

The Problem and Its Background

Introduction

Globally, hospitality and tourism are one of the leading industries that drive economic growth and provide millions of jobs. It demands skilled workers who are knowledgeable, practical, and meet international standards. In the Philippines, this is part of the national priorities that contribute greatly to the economy and offer many opportunities. Higher Education Institutions (HEIs) play a key role in producing competent graduates. However, a common challenge remains: many students finish their studies but still lack sufficient skills, confidence, and a proper attitude needed in actual workplaces.

In Rizal Province, tourism is growing fast, and many schools offer Hospitality Management programs. They teach theories and conduct training, yet industry employers still report a gap between what students learn and what the job requires. This shows that simply offering the course is not enough; how schools manage their resources is very important. Innovative Resource Management means the wise and creative use of physical facilities, technology, qualified teachers, learning materials, budget, and industry partnerships to create a good learning environment. On the other hand, Career Readiness refers to how ready students are for work, measured by their confidence, work behavior, industry knowledge, practical experience, and ability to adapt to innovative management in hospitality education.

This study is strongly supported by Philippine laws and standards, including Republic Act No. 9593 (Tourism Act of 2009), CHED Memorandum Order No. 62, s. 2017, the Philippine Qualifications Framework (RA 10968), and the Ladderized Education Act (RA 10647). These policies mandate that education must align with industry needs, requiring proper facilities, qualified faculty, and strong partnerships to ensure quality training. Despite these rules, Castillo and Garcia (2021) noted that most studies focus on big cities, while provinces like Rizal are rarely studied. Mendoza (2023) added that readiness gaps happen not only because of lack of resources, but often due to poor management and weak connection between school activities and real industry practices. Up to now, no study has clearly shown how innovative resource management directly affects student readiness in this province

— a gap this research aims to fill.

The primary purpose of this study was to assess the extent of innovative resource management practices implemented by Higher Education Institutions (HEIs) in Rizal Province, determine the level of career readiness among Hospitality Management students, and examine the extent to which these innovative practices influenced students' career readiness. The study also investigated whether a significant relationship existed between innovative resource management practices and students' career readiness, as well as identified the common challenges encountered in the implementation of these practices. The findings of the study served as the basis for the development of a practical intervention program designed to optimize resource utilization, strengthen industry linkages, and enhance instructional approaches. This research provided evidence-based insights and recommendations for school administrators, faculty members, and policymakers in improving educational practices and student outcomes. Ultimately, the study contributed to ensuring that Hospitality Management students in Rizal Province receive relevant, high-quality education that equips them with the knowledge, skills, and competencies necessary to become confident and capable professional in the increasingly competitive global hospitality industry.

THEORETICAL FRAMEWORK

This study was grounded on the Resource-Based View Theory by Barney & Clark (2022), which holds that organizations succeed not merely by possessing resources, but by using them wisely and creatively to reach their goals and deliver quality results. Higher education institutions in Rizal Province can elevate their educational standards and produce competitive graduates when they effectively manage their facilities, technology, faculty, learning materials, budget, and industry partnerships. This directly supports the study's focus on innovative resource management, demonstrating that sound management leads to improved learning outcomes and ultimately contributes to the advancement of hospitality education.

The theory was deemed appropriate to the study since schools in Rizal Province can offer better education and produce competitive graduates when they effectively manage their facilities, technology, teachers, learning materials, budget, and partnerships. This perfectly supports the study's focus on Innovative Resource Management, showing that good management leads to better learning outcomes.

Complementing this was the Career Construction Theory by Savickas (2013), which frames career preparation as a continuous process of building skills, confidence, and experience over time. It emphasizes that being truly career-ready involves more than just academic knowledge — it also requires the right professional attitude, self-assurance, and adaptability to change. When students develop these qualities, they become better equipped to contribute meaningfully to the workforce, which in turn supports the long-term growth and sustainability of the hospitality and tourism industry.

This theory was highly appropriate for this study because it provided a meaningful framework for understanding how Hospitality Management students develop the competencies needed for future employment. The theory views career development as an ongoing process in which individuals actively shape their careers through learning experiences, personal growth, and adaptation to changing environments. In the framework of this study, career readiness encompassed a broader set of attributes, including self-confidence, communication skills, problem-solving abilities, professionalism, and adaptability. Career Construction Theory supports this view by emphasizing that individuals become career-ready through continuous interactions with their learning environment and by making sense of experiences that contribute to their professional identity.

Furthermore, this research was firmly anchored on Philippine laws and educational standards that guide quality instruction and workforce preparation. These include Republic Act No. 9593 or The Tourism Act of 2009, which promotes excellence in tourism and hospitality education to support industry growth; CHED Memorandum Order No. 62, Series of 2017, which sets the specific policies, standards, and guidelines for the Bachelor of Science in Hospitality Management program; Republic Act No. 10968 or the Philippine Qualifications Framework, which aligns learning outcomes with national and international competency standards; and Republic Act No. 10647 or the

Ladderized Education Act, which creates clear pathways between technical training and higher education.

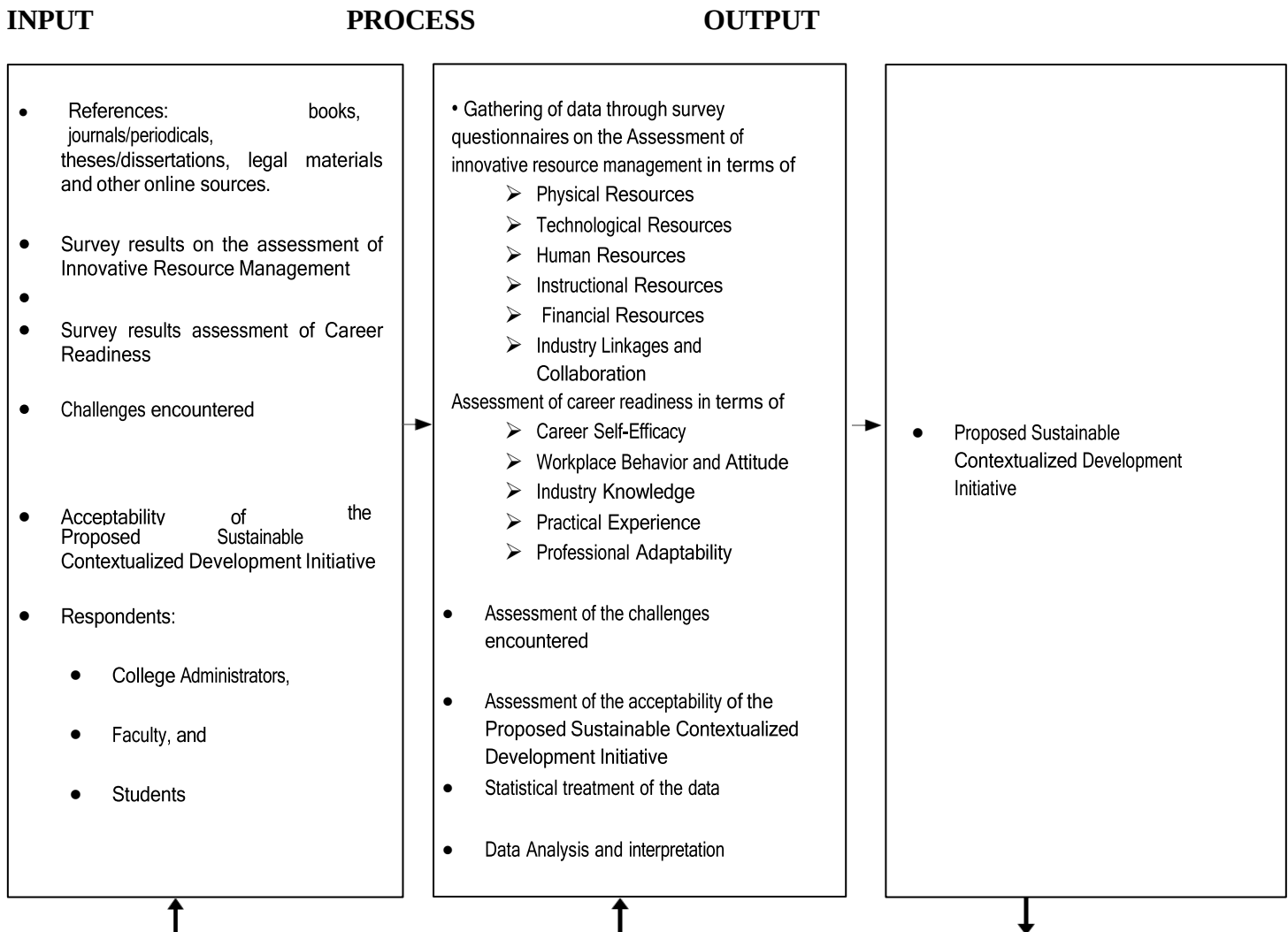
This study was grounded in both theoretical and legal foundations that provided a clear direction for examining the relationship between innovative resource management practices and students' career readiness. The Resource-Based View Theory emphasized that the effective use of institutional resources can enhance educational quality and organizational performance, while Career Construction Theory explained how learning experiences help students develop the skills, confidence, and adaptability needed for their future careers. These perspectives were further supported by existing laws and educational policies that promote quality instruction, adequate learning resources, qualified faculty, and strong collaboration with industry partners. Taken together, these foundations offered a comprehensive framework for understanding how effective resource management can help prepare Hospitality Management students for successful careers and contribute to the ongoing improvement of hospitality education.

Conceptual Framework

This study was guided by the Input–Process–Output (IPO) Model, which clearly illustrates the flow of the research—from the information gathered, through the steps taken, to the outcome, as shown in Figure 1.

Figure 1

The Research Paradigm of the Study



Feedback

The **Input (I)** includes references such as books, journals/periodicals, theses/dissertations, legal materials, and other online sources; survey results on the assessment of innovative resource management; survey results on career readiness; the challenges encountered; and the acceptability of the Proposed Sustainable Contextualized Development Initiative; respondents of the study, such as college administrators, faculty members, and students.

The **Process (P)** involves the gathering of data through the survey questionnaire as to the assessment of the innovative resource management in terms physical resources, technological resources, human resources, instructional resources, financial resources, and industry linkages and collaboration; assessment of the career readiness among hospitality management students in terms of career self-efficacy, workplace behavior and attitude, industry knowledge, practical experience, and professional adaptability; assessment of the challenges encountered; assessment on the acceptability of the Proposed Sustainable Contextualized Development Initiative; statistical treatment of data ;analysis and interpretation of data.

The **Output (O)**, which was the result of the study, was the Proposed Sustainable Contextualized Development Initiative.

Statement of the Problem

The study aimed to assess the innovative resource management and career readiness among Hospitality Management Students in Selected Higher Education Institutions in Rizal Province as a basis for a Proposed Sustainable Contextualized Development Initiative.

Specifically, it sought to answer the following sub-problems:

1. How do the college administrators, faculty members, and students assess the innovative resource management in selected Higher Education Institutions in Rizal Province in terms of:
 - 1.1 Physical Resources;
 - 1.2 Technological Resources;
 - 1.3 Human Resources;
 - 1.4 Instructional Resources;
 - 1.5 Financial Resources; and
 - 1.6 Industry Linkages and Collaboration?
2. Is there a significant difference in the assessments of the three groups of respondents on the innovative resource management using the above-mentioned variables?
3. How do the three groups of respondents assess the career readiness among Hospitality Management Students in terms of:
 - 3.1 Career Self-Efficacy;
 - 3.2 Workplace Behavior and Attitude;

- 3.3 Industry Knowledge;
- 3.4 Practical Experience; and
- 3.5 Professional Adaptability?
4. Is there a significant relationship between innovative resource management and career readiness?
5. What are the challenges encountered relative to the innovative resource management and career readiness?
6. Based on the findings, what intervention program may be proposed?
7. How acceptable is the proposed intervention program?

Hypotheses

This study hypothesizes that:

1. There is no significant difference in the assessments of the three groups respondents regarding Innovative Resource Management in selected Higher Education Institutions in Rizal Province.
2. There is no significant relationship between Innovative Resource Management and Career Readiness.

Scope and Limitation of the Study

This study focused on assessing innovative resource management and career readiness among Hospitality Management students in selected Higher Education Institutions in Rizal Province. It covered the evaluation of innovative resource management in terms of Physical Resources, Technological Resources, Human Resources, Instructional Resources, Financial Resources, and Industry Linkages and Collaboration. Likewise, it determined the extent of career readiness among students along the dimensions of career self-efficacy, workplace behavior and attitude, industry knowledge, practical experience, and professional adaptability; the challenges encountered; and the acceptability of the Proposed Sustainable Contextualized Development Initiative.

This study utilized a total of 259 respondents, composed of 14 College Administrators, 48 Faculty Members, and 197 Students from the Hospitality Management program in the selected Higher Education Institutions in Rizal Province. The study was conducted in selected Higher Education Institutions in Rizal, including the University of Rizal System (URS) campuses in Morong, Rizal, Angono Rizal, and Antipolo City; Tomas Claudio Colleges in Morong, Rizal; NCBA in Taytay, Rizal; STI Colleges in Tanay, Rizal; Our Lady of Fatima University (OLFU) in Antipolo, City; ICCT Colleges campuses in Antipolo City; and World Citi Colleges in Antipolo City.

The time frame of the study was from December 2025 to June 2026.

Significance of the Study

This study will be beneficial to the following:

Students. They will gain awareness of the factors that contribute to their career readiness and the resources available to support their development. The study helps them understand what is expected in the industry and motivates them to actively build their competence, professionalism, and work readiness while still studying.

College administrators. The findings provide clear insights into how to effectively manage resources and improve program implementation. Results will serve as the basis for planning, decision-making, and policy formulation to enhance the quality of instruction and strengthen industry partnerships, ensuring that programs produce graduates who meet industry standards.

Faculty members. The results offer information on how resource availability and management affect student learning and preparation. This guides them in designing more relevant teaching strategies, activities, and assessments that develop not only knowledge and skills but also the confidence, proper attitude, and adaptability needed for the workplace.

Future researchers. This serves as a reference material and source of data for related studies. It adds to existing knowledge about resource management and career readiness, identifies areas for further investigation, and provides a framework that other researchers can use or expand in similar or different settings.

Definition of Terms

For better understanding by the readers, the following terms are conceptually and operationally defined:

Career readiness – refers to the overall level of preparation and capability of Hospitality Management students to enter, perform, and succeed in the workplace, measured based on their confidence, professional behavior, industry knowledge, practical skills, and ability to adapt to work demands.

Career self-efficacy – refers to the students' level of confidence and belief in their own capability to perform hospitality-related tasks, carry out professional responsibilities, and successfully achieve their career goals, as measured and assessed in this study.

College administrators – refer to the officials in the higher education institutions, such as Deans and Program Heads, who are responsible for managing the academic programs, allocating resources, and ensuring the quality of instruction offered to the students.

Faculty – refers to the teachers and instructors handling Hospitality Management courses, who deliver lessons, facilitate training, and guide students in developing the knowledge, skills, and attitudes required in the industry.

Financial resources – refer to the budget, funds, and financial support allocated by the institution for the improvement of facilities, purchase of equipment, faculty development, and other activities intended to enhance the learning experience.

Human resources – refer to the qualified, competent, and experienced teaching and non-teaching staff employed by the institution to provide quality education, training, and mentorship to the students.

Industry knowledge – refer to the students' understanding and familiarity with the standards, operations, trends, rules, and best practices observed in the hospitality and tourism sector.

Industry linkages and collaboration – refer to the partnerships and agreements established by the school with hotels, resorts, restaurants, and tourism establishments to provide training, exposure, and employment opportunities for the students.

Instructional resources – refer to the learning materials, modules, books, manuals, guides, and assessment tools used inside and outside the classroom to help students acquire and practice the required competencies.

Innovative resource management – refer to the strategic, creative, and effective utilization and organization of the institution's physical, technological, human, instructional, financial assets, and industry partnerships to deliver quality education and training.

Physical resources - refer to tangible facilities such as training kitchens, front office setups, housekeeping rooms, laboratories, and training hotels that allow students to practice real-world hospitality operations.

Physical resources – refer to the tangible facilities, laboratories, classrooms, training areas, equipment, and tools available and used by the school for practical and theoretical instruction.

Practical experience – refers to the hands-on exposure and actual participation of students in laboratory activities, simulations, and on-the-job training, which allow them to apply what they have learned in real settings.

Professional adaptability - refers to the ability of students to adjust easily and effectively to new environments, different tasks, changing situations, and diverse people within the workplace.

Proposed Sustainable Contextualized Development Initiative – refers to the practical, long-term intervention program developed from the results of this study. It uses creative resource management, stronger industry partnerships, and better teaching methods to address existing needs. Designed specifically for Hospitality Management students and schools in Rizal, it aims to improve learning quality, boost career readiness, and support the continued growth of the hospitality and tourism industry.

Technological resources – refer to the modern tools, software, digital platforms, devices, and technology-based equipment used in teaching and training to prepare students for industry operations.

Workplace behavior and attitude – refer to the values, work ethics, professionalism, service orientation, and interpersonal skills demonstrated by the students as required in actual work settings.

Review of Related Literature and Studies Local Literature

Philippine higher education policies emphasize that the effective management of institutional resources is central to ensuring quality instruction and graduate employability. It provides standards for hospitality and tourism programs, requiring adequate physical resources such as training kitchens, front office laboratories, and housekeeping facilities to support experiential learning. The policy asserts that realistic learning environments are necessary for developing technical competence and workplace confidence among hospitality students (Commission on Higher Education (CHED Memorandum Order No. 62, Series of 2017).

To address evolving educational contexts, CHED Memorandum Order No. 4 (2020), introduced flexible learning as a strategic approach in higher education. This policy underscores the innovative use of technological and instructional resources, including learning management systems, digital platforms, and blended instructional materials. The memorandum highlights that technology-enabled learning supports students' industry knowledge, adaptability, and continuity of skill development.

The Philippine Qualifications Framework (PQF) Act of 2018 and its implementing guidelines provide a national reference for aligning educational outcomes with labor market needs. The framework emphasizes that higher education institutions must strategically manage human and instructional resources to ensure that graduates demonstrate competencies related to professionalism, workplace behavior, and career readiness.

From an institutional management perspective, De Vera & Esteban (2019) discussed how financial and human resources influence the sustainability of hospitality programs in Philippine higher education. Their analysis emphasized that adequate funding supports faculty development, instructional quality, and facility maintenance, all of which are critical in preparing students for industry demands.

More recently, CHED (2022) emphasized strengthening industry linkages and collaboration through structured internships, partnerships, and work-integrated learning. The policy highlights that collaboration with hospitality enterprises enhances students' practical experience, professional exposure, and employability, reinforcing the role of innovative resource management in career preparation.

Foreign Literature

According to Teece (2018), organizations, including higher education institutions, gain a competitive advantage by effectively integrating physical, technological, and human resources to respond to dynamic industry environments. In the context of hospitality education, this integration allows institutions to align learning experiences with rapidly evolving service standards and technological innovations.

In the same way, Bond et al. (2020) discussed the increasing role of technological resources in higher education, noting that digital platforms and simulation tools improve student engagement, problem-solving skills, and adaptability—competencies crucial for hospitality graduates.

Also, Leung & Chan (2024) expanded the principle of Constructive Alignment, asserting that instructional resources, digital tools, and assessment strategies must be aligned with intended learning outcomes and current industry standards. In hospitality education, this alignment ensures that students develop not only technical skills but also professional behaviors essential for the service industry.

Furthermore, the Organization for Economic Co-operation and Development (OECD, 2019) emphasized that higher education institutions must strategically manage financial and instructional resources to enhance both learning quality and workforce relevance. The report noted that sustained investment in facilities, digital tools, and faculty development strengthens students' career readiness. Furthermore, the OECD highlighted that discipline-specific knowledge enhances employability, particularly in applied and practice-based fields such as hospitality management.

Moreover, the United Nations World Tourism Organization (UNWTO) (2022) emphasized the significance of industry-academe collaboration in tourism and hospitality education. According to the organization, partnerships with industry stakeholders provide students with authentic learning experiences, enhance practical exposure, and facilitate smoother transitions into employment. Additionally, UNWTO assessed how the quality of industry partnerships influences educational outcomes, noting that institutions with deep and multi-faceted collaborative arrangements provided more comprehensive learning opportunities, better quality internships, and higher employment placement rates, in contrast to schools that only maintained basic partnership agreements.

Additionally, Savickas (2019) conceptualized career readiness as a combination of confidence, behavioral competence, experiential learning, and adaptability. He stressed that contemporary careers require individuals to construct their professional paths through continuous learning and adaptation actively, highlighting the role of higher education institutions in fostering career self-efficacy, workplace behavior, industry knowledge, and professional adaptability among hospitality students.

Meanwhile, Lent et al. (2016), through the Social Cognitive Career Theory, explain that career self-efficacy refers

to students' belief in their ability to perform hospitality-related tasks and achieve career goals, which directly influences motivation and performance.

Additionally, Nickson et al. (2017) highlight that employability in hospitality extends beyond technical skills to include professionalism, service orientation, ethical behavior, teamwork, and strong interpersonal skills. Similarly, the World Economic Forum (2020) identifies these behavioral and attitudinal competencies as essential for success in service-oriented industries.

Also, Baum (2018) emphasizes that a comprehensive understanding of hospitality operations, emerging industry practices, and market trends plays a vital role in preparing students for successful careers in the hospitality sector. The hospitality industry is highly dynamic, requiring graduates to possess not only technical knowledge but also adaptability, problem-solving abilities, and professional competence. In relation to this study, a strong foundation in hospitality operations enables students to develop innovative resource management skills and career readiness, which are essential for meeting workplace expectations. By staying informed about current industry demands, hospitality students become better equipped to respond to changing customer preferences, technological advancements, and organizational challenges. Consequently, this understanding contributes to enhancing students' preparedness for employment and supports their transition from academic learning to professional practice.

Finally, Kolb (2017), through the Experiential Learning Theory, explains that meaningful learning occurs when individuals actively engage in real-world experiences, reflect on those experiences, and apply gained knowledge to future situations. According to the theory, learning becomes more effective when students are directly involved in practical activities rather than relying solely on classroom instruction. In the context of hospitality education, experiential learning allows students to strengthen their competencies through hands-on training, internships, simulations, and practical exposure to hospitality settings. These experiences help students improve their decision-making, communication, teamwork, and resource management skills while increasing their confidence and career preparedness. Thus, Kolb's theory supports the idea that active participation in professional environments contributes significantly to the development of career-ready hospitality graduates.

Local Studies

In the study of Flores & Santos (2021), they explored the adequacy of physical facilities, technological tools, and instructional materials. The study revealed that selected state universities in Luzon offering hospitality management programs satisfied the minimum requirements set by CHED. However, there were notable limitations in laboratory facilities and instructional resources, which negatively impacted the students' hands-on learning experiences.

The study concluded that innovative and strategic management of learning resources is essential to enhance the outcomes of hospitality education. It further emphasized that simply complying with existing standards is not enough; such compliance alone cannot guarantee that students will acquire in-depth practical skills or develop competence aligned with what the industry requires.

Meanwhile, Sison & Mercado (2022) examined the effectiveness of blended learning resources in hospitality programs in Metro Manila, aiming to evaluate how technological and instructional resources support student learning. The study found that the effectiveness of blended learning resources varied based on institutional support. Specifically, schools with more robust digital infrastructure and faculty who were trained in using these resources recorded higher levels of student engagement and better perceived readiness for the industry.

The authors concluded that technology-driven resource management significantly improves instructional effectiveness in hospitality education. It was established that investing in digital systems and enhancing faculty capabilities directly leads to greater student participation and better preparation to meet industry requirements.

Moreover, Reyes & Cruz (2023) investigated key factors influencing educational quality and sustainability in selected Philippine institutions. Their analysis revealed that schools that provided regular training and industry immersion opportunities for their faculty produced graduates who received higher competence ratings from employers. Additionally, their findings showed that institutions with sound financial planning and sufficient budget allocation for maintenance and upgrades consistently maintained better standards in facilities and services, while those with irregular funding struggled to sustain the same level of quality.

The writers concluded that human resource development is a vital investment; qualified and updated instructors effectively translate institutional resources into meaningful learning outcomes. It further concluded that financial management directly determines an institution's capacity to sustain quality and innovation, as adequate funding serves as the foundational support that enables and strengthens all other dimensions of educational resources.

Likewise, Alvarez & Dizon (2024) explored partnerships between hospitality management programs in CALABARZON and industry establishments like hotels and restaurants, focusing on how these linkages support student skill development. Results indicated that students engaged in well-structured internship programs exhibited greater practical competence and higher levels of professional confidence compared to their peers.

The authors concluded that sustained industry collaboration is a vital element of innovative resource management, serving as an extension of the learning environment that effectively bridges the gap between theoretical knowledge and real-world application.

On the other hand, Garcia & Mendoza (2021) evaluated the career readiness of hospitality management students from selected public universities in Southern Luzon, focusing on their career self-efficacy and industry knowledge. Results showed that while students demonstrated a solid grasp of theoretical concepts, they only had a moderate level of confidence when it came to applying these skills in actual workplace situations.

The study concluded that increased practical exposure is necessary to strengthen career self-efficacy, indicating that while instructional resources effectively build knowledge, opportunities to practice and apply learning are required to transform knowledge into confidence.

Similarly, Ramos & Bautista (2023) investigated how on-the-job training shapes the workplace behavior, adaptability, professionalism, and service orientation of hospitality students. Results revealed that those who underwent structured internship programs displayed significantly better conduct and a higher ability to adjust to varying work situations compared to others.

The study concluded that experiential learning significantly enhances career readiness, confirming that positive work attitudes and the ability to adjust to different roles are best developed through intentional instruction reinforced by real-world exposure.

Finally, Navarro et al. (2025) observed the connection between institutional support and career readiness among hospitality students enrolled in provincial higher education institutions. The results showed that access to adequate facilities, consistent faculty mentoring, and meaningful industry exposure were key factors that greatly enhanced the students' practical experience and ability to adapt to different work environments.

They concluded that effective institutional resource management directly contributes to students' readiness for employment, establishing that physical, human, and collaborative resources work together to shape the overall competence and resilience of graduates.

Foreign Studies

According to Choi & Kim (2021), the study conducted about hospitality management institutions across South Korea was to analyze how physical and technological learning resources affect students' operational competence, specifically looking at the role of modern laboratories and simulation tools in skill development. Results showed that students who had access to industry-standard facilities and digital simulation technologies displayed significantly better technical accuracy and higher confidence levels during their internship engagements.

The authors concluded that strategic investment in physical and technological resources strengthens graduate readiness for hospitality operations, proving that updated infrastructure is essential to align student skills with current industry standards.

Furthermore, Singh et al. (2023) explored the role of smart classrooms and hospitality software systems in higher education institutions in Singapore, aiming to evaluate how technology-integrated instruction prepares students for digitalized work environments. The findings indicated that learning environments supported by advanced technology significantly enhanced students' problem-solving abilities and adaptability in professional settings.

They concluded that technological resources are essential components of innovative resource management in hospitality education, as they directly develop the capability to function efficiently in modern, technology-driven work settings.

Moreover, Hernandez & Walker (2022) analyzed how faculty industry experience and instructional strategies impact the preparedness of hospitality students in selected universities in the United States, focusing on the influence of human and instructional resources on learning results. Results showed that students taught by instructors with actual industry experience demonstrated stronger professional judgment and a better service-oriented mindset.

The writers concluded that human resources play a central role in aligning academic instruction with industry expectations, highlighting that competent and experienced instructors are the primary drivers in translating institutional assets into meaningful learning and professional readiness.

Likewise, Kovacs & Moretti (2024) investigated how institutional funding and industry partnerships relate to graduate employability outcomes across European hospitality schools, examining whether financial investment and collaborative arrangements improve employment readiness. Results showed that institutions with stable financial support and well-structured industry linkages were able to provide higher-quality internships and more meaningful training experiences for students.

They concluded that financial resources and industry linkages are interdependent factors that support innovative resource management, showing that adequate funding enables better partnerships, which in turn maximizes the value of educational experiences and employment prospects.

Additionally, Martinez et al. (2025) conducted a cross-national study involving hospitality graduates from Asia and Europe to explore adaptability as a key aspect of career readiness, analyzing how graduates respond to evolving workplace requirements. Results showed that adaptable graduates displayed greater resilience and were better able to adjust to technological advancements and organizational changes within the industry.

The writers concluded that professional adaptability is a critical employability competence in the hospitality industry, essential for long-term success and relevance amid continuous changes in service trends and operational systems. Similarly, Nguyen & Pham (2021) conducted a study among hospitality students in Vietnam to analyze the connection between experiential learning and career self-efficacy, specifically assessing how hands-on training impacts student confidence and workplace conduct. Results revealed that students who were exposed

to extensive practical activities displayed higher levels of self-efficacy and demonstrated greater professionalism.

The writers concluded that experiential learning significantly contributes to career readiness, serving as the critical bridge between classroom theory and professional practice, where confidence and proper behavior are solidified.

Finally, Williams & Carter (2023) carried out a study in Australia to determine the main factors that predict employability among hospitality graduates. The results showed that industry knowledge and practical experience were more significant indicators of employment success compared to academic grades by themselves.

The authors concluded that hospitality programs must emphasize real-world exposure to strengthen career readiness, asserting that what graduates know and how they perform in practice are valued more highly by employers than theoretical excellence alone.

Synthesis

The local and foreign literature collectively highlight the importance of innovative resource management, industry collaboration, and hands-on learning in strengthening hospitality education and preparing students for their careers. CHED Memorandum Orders Nos. 62 (2017) and 4 (2020), along with the Philippine Qualifications Framework (2018), emphasize the need for schools to effectively manage physical, technological, human, instructional, and financial resources while working closely with industry partners to align educational outcomes with labor market needs. Studies by Flores and Santos (2021) and Choi and Kim (2021) show that having well-equipped laboratories, modern technologies, and simulation tools helps students develop practical skills and operational competence. Similarly, Sison and Mercado (2022) and Singh et al. (2023) point out that technology-integrated instruction and smart learning environments improve problem-solving abilities, adaptability, and overall engagement among students.

Local research by Garcia and Mendoza (2021), Ramos and Bautista (2023), and Alvarez and Dizon (2024) reveals that structured internships, real-world exposure, and strong industry partnerships help students gain confidence, professionalism, and adaptability in workplace settings. Navarro et al. (2025) and Kovacs and Moretti (2024) also emphasize that institutional support—such as access to facilities, faculty mentoring, funding, and industry linkages—directly contributes to students' employability. Hernandez and Walker (2022) highlight the value of faculty with industry experience in bridging the gap between classroom learning and professional expectations, while Nguyen and Pham (2021) demonstrate that experiential learning helps students build both confidence and practical competence.

Foreign studies further support these findings. Williams and Carter (2023) and Martinez et al. (2025) show that industry knowledge, practical experience, and adaptability are key to preparing graduates for modern, fast-changing workplaces. Students who engage with simulation technologies, smart classrooms, and hospitality software systems develop stronger technical skills and problem-solving abilities, while those with exposure to real work environments demonstrate greater resilience and employability.

These studies collectively show that effective management of resources, combined with industry collaboration and hands-on learning, is essential for producing hospitality graduates who are ready for the workforce. They provide a strong foundation for exploring how innovative resource management in education can enhance learning outcomes, career readiness, and employability in hospitality programs. Furthermore, the review reveals that while existing literature covers these variables in various contexts, there is limited research systematically analyzing the relationship between comprehensive resource management and the multi-dimensional aspects of career readiness specifically within provincial settings, which the present study aims to address.

METHODOLOGY

Research Design

This study made use of the descriptive research design on the assessment of Innovative Resource Management and Career Readiness Among Hospitality Management Students in Selected Higher Education Institutions in Rizal Province: Basis for a Proposed Intervention Program.

Descriptive research is a method used to paint a clear and accurate picture of the current situation or existing conditions. It works like a camera that captures exactly what is happening right now, without changing, manipulating, or controlling any factors involved. This approach effectively describes the characteristics and realities of a subject or setting by answering basic questions such as *what*, *how*, *when*, or *who*. It gives researchers a reliable overview of the facts and circumstances on the ground, rather than digging deep into the complex reasons or causes behind why things happen (Creswell, 2021).

This design was very suitable and fits perfectly with the goals of this study. Since the main purpose is to understand how schools currently manage their resources and to find out how ready students feel for their future careers, this method allowed the researcher to observe, document, and understand existing practices exactly as they naturally happen in the educational environment. Through this approach, the study can clearly identify what works well, what needs improvement, and what challenges are being faced.

Population and Sampling

This study utilized a total of 259 respondents, composed of 14 College Administrators, 48 Faculty Members, and 197 Students from the Hospitality Management program in the selected Higher Education Institutions in Rizal Province.

The purposive sampling technique was used in the selection of the respondents. Purposive sampling is a non-probability sampling method widely used in research, where participants are intentionally chosen based on specific criteria relevant to the study's goals. This method involves selecting individuals or groups who possess the exact knowledge, experience, or characteristics needed to address the research problem effectively. It is also called judgmental sampling, as the researcher uses informed judgment to identify respondents who can provide the most meaningful and relevant information (Saunders et al., 2023).

In this study, purposive sampling was chosen because it allows the selection of key persons who hold direct insights into how resources are managed and how career readiness was promoted in Hospitality Management programs. The researcher deliberately included college administrators and faculty members, as these roles were directly involved in planning, implementing, and monitoring educational programs and institutional resources.

Respondents of the Study

The respondents of the study were the college administrators, faculty members, and students from selected Higher Education Institutions offering Hospitality Management programs in Rizal Province. They were described and sampled according to their profile characteristics in terms of age, sex, civil status, highest educational attainment, and number of years in service, as presented in the following tables: **Table 1**

Respondents of the Study

Respondents	N	f	%
College Administrators	259	14	5.41
Faculty Members	259	48	18.53
Students	259	197	76.06
Total	777	259	100.00

As presented in Table 1, the respondents of the study, among the 259, it is divided into three groups of respondents, such as: 197 or 76.06 percent are students, 48 or 18.53 percent are faculty members, and 14 or 5.41 percent are college administrators from a total population of 777.

The distribution matches the usual structure in higher education, with students as the largest group, followed by faculty, and administrators as the smallest. This makes the sample representative and the data reliable.

Table 2 Respondents by School

Schools	College Administrator			Faculty Member			Students			Total		
	N	n	%	N	n	%	N	n	%	N	n	%
ICCT (Antipolo)	24	4	16.67%	24	6	25.00%	24	14	58.33%	24	14	58.33%
NCBA (Taytay)	26	2	7.69%	26	6	23.08%	26	18	69.23%	26	18	69.23%
Our Lady of Fatima University (Antipolo)	11	2	18.18%	11	4	36.36%	11	5	45.45%	11	5	45.45%
System Technology Institute (STI)	35	0	0.00%	35	11	31.43%	35	24	68.57%	35	24	68.57%
Tomas Claudio Colleges (TCC)	24	1	4.17%	24	3	12.50%	24	20	83.33%	24	20	83.33%
University of Rizal System (Angono Campus)	21	1	4.76%	21	0	0.00%	21	20	95.24%	21	20	95.24%
University of Rizal System (Antipolo Campus)	16	1	6.25%	16	3	18.75%	16	12	75.00%	16	12	75.00%
University of Rizal System (Morong Campus)	63	1	1.59%	63	8	12.70%	63	54	85.71%	63	54	85.71%
World Citi Colleges	39	2	5.13%	39	7	17.95%	39	30	76.92%	39	30	76.92%
Total	259	14	5.41%	259	48	18.53%	259	197	76.06%	259	259	100.00%

As reflected in Table 2, the distribution of respondents by institutional affiliation is shown, such as: for ICCT (Antipolo), 4 or 16.67 percent are college administrators, 6 or 25.00 percent are faculty members, and 14 or 58.33 percent are students; for NCBA (Taytay), 2 or 7.69 percent are college administrators, 6 or 23.08 percent are faculty members, and 18 or 69.23 percent are students; for Our Lady of Fatima University (Antipolo), 2 or 18.18 percent are college administrators, 4 or 36.36 percent are faculty members, and 5 or 45.45 percent are students; for System Technology Institute (STI), 0 or 0.00 percent are college administrators, 11 or

31.43 percent are faculty members, and 24 or 68.57 percent are students; for Tomas Claudio Colleges (TCC), 1 or 4.17 percent are college administrators, 3 or 12.50 percent are faculty members, and 20 or 83.33 percent are students; for University of Rizal System (Angono Campus), 1 or 4.76 percent are college administrators, 0 or 0.00 percent are faculty members, and 20 or 95.24 percent are students; for University of Rizal System (Antipolo Campus), 1 or 6.25 percent are college administrators, 3 or 18.75 percent are faculty members, and 12 or 75.00 percent are students; for University of Rizal System (Morong Campus), 1 or 1.59 percent are college administrators, 8 or 12.70 percent are faculty members, and 54 or 85.71 percent are students; and for World Citi Colleges, 2 or 5.13 percent are college administrators, 7 or 17.95 percent are faculty members, and 30 or 76.92 percent are students.

Across all institutions, students consistently make up the largest group of respondents, followed by faculty members, while administrators are the smallest group. This pattern aligns with the typical population structure in schools, ensuring the sample reflects the actual composition of each institution. The absence of some respondents in certain categories (e.g., no administrators at STI and no faculty at URS Angono) only reflects availability and does not affect the overall representativeness of the data.

Table 3 Respondents as to Age

Age (in years)	College Administrators		Faculty		Students		Total	
			<u>Members</u>					
	f	%	f	%	f	%	f	%
51 years old and above			3	6.25			3	1.16
46 – 50 years old	5	35.71	5	10.42	2	1.02	12	4.63
41 – 45 years old	3	21.43	6	12.50			9	3.47
36 – 40 years old	3	21.43	13	27.08			16	6.18
31 – 35 years old	3	21.43	8	16.67	1	0.51	12	4.63
26 - 30 years old			11	22.92	3	1.52	14	5.41
25 years old and below			2	4.17	191	96.95	193	74.52
Total	14	100.00	48	100.00	197	100.00	259	100.00

As manifested in Table 3, the distribution of respondents as to age, are: 193 or 74.52 percent are aged 25 years old and below, 16 or 6.18 percent are aged 36-40 years old, 14 or 5.41 percent are aged 26-30 years old, 12 or 4.63 percent are both aged 31-35 years old, and aged 46-50 years old, 9 or 3.47 percent are aged 41-45 years old, and 3 or 1.16 percent are aged 51 years old and above.

The data clearly shows that most of the respondents, or 74.52 percent, are young adults aged 25 and below.

This shows that the results of the study primarily reflect the views, habits, and experiences of the younger generation, who are generally more open to new ideas, updated with current trends, and quick to adapt to changes. Meanwhile, older age groups are far less represented, with only very few participants aged 36 years and above. This suggests that insights related to longer years of experience, established perspectives, or mature viewpoints are not strongly captured in this study. As such, while the findings effectively represent the younger population, they should be understood with caution, as they may not fully mirror the opinions or needs of older individuals or the entire community across all age levels.

Table 4 Respondents as to Sex

College Administrators			Faculty Members		Students		Total	
Sex	f	%	f	%	f	%	f	%
Male	5	35.71	12	25.00	73	37.06	90	34.75
Female	9	64.29	36	75.00	124	62.94	169	65.25
Total	14	100.00	48	100.00	197	100.00	259	100.00

As presented in Table 4, the distribution of respondents as to sex, such as: 169 or 65.25 percent are female, and 90 or 34.75 percent are male.

The data reveals that the majority of the respondents, making up 65.25 percent, are female, while males comprise only 34.75 percent of the total participants.

This clearly shows that the perspectives, experiences, and opinions gathered in this study are largely driven by the female group. It indicates that the findings will strongly reflect the views, preferences, and behaviors commonly associated with women, while the viewpoints of men are less represented.

Table 5 Respondents as to Civil Status

Civil Status	College Administrators		Faculty Members		Students		Total	
	f	%	f	%	f	%	f	%
Single	4	28.57	26	54.17	196	99.49	226	87.26
Married	10	71.43	22	45.83	1	0.51	33	12.74
Total	14	100.00	48	100.00	197	100.00	259	100.00

As presented in Table 5, the distribution of respondents shows the civil status, such as: 226 or 87.26 percent are single, and 33 or 12.74 percent are married.

The results show that most respondents, or 87.26 percent, are single, while only 12.74 percent are married. This means the study mainly reflects the views and experiences of people who are not yet married—individuals whose priorities are likely focused more on personal goals, career, or independent living.

Table 6 Respondents as to Educational Attainment

Educational Attainment	College Administrators		Faculty Members		Students		Total	
	f	%	f	%	f	%	f	%
Doctorate Degree	4	28.57	2	4.17			6	2.32
Doctorate with earned units	4	28.57	4	8.33			8	3.09
Master's Degree	3	21.43	22	45.83			25	9.65
Master's with earned units	3	21.43	20	41.67			23	8.88
College Undergraduate					197	100.00	197	76.06
Total	14	100.00	48	100.00	197	100.00	259	100.00

As presented in Table 6, the distribution of respondents as to educational attainment, such as: 197 or 76.06 percent are college undergraduate, 25 or 9.65 percent have master's degree, 23 or 8.88 percent are master's with earned units, 8 or 3.09 percent are doctorate with earned units, and 6 or 2.32 percent have doctorate degree.

The data show that most respondents, or 76.06 percent, are college undergraduates, while only a small number hold advanced degrees like master's or doctorate. This means the study mainly reflects the views and experiences of individuals currently pursuing higher education, rather than those who have already completed advanced studies.

Table 7 Respondents as to Number of Years in Service

Years in Service	College Administrators		Faculty Members		Total	
	f	%	f	%	f	%
31 years and above		0.00%	1	2.08%	1	0.39%
21–25 years	4	28.57%	1	2.08%	5	1.93%
16–20 years	2	14.29%	4	8.33%	6	2.32%
11–15 years	3	21.43%	11	22.92%	14	5.41%
6–10 years	2	14.29%	13	27.08%	15	5.79%
1–5 years	2	14.29%	17	35.42%	19	7.34%
Total	14	100.00%	48	100.00%	62	23.94%

As presented in Table 7, the distribution of respondents as to number of years in service, such as: 1 or 2.08 percent are faculty members with 31 years and above in service; 4 or

28.57 percent are college administrators and 1 or 2.08 percent are faculty members with 21–25 years in service; 2 or 14.29 percent are college administrators and 4 or 8.33 percent are faculty members with 16–20 years in service; 3 or 21.43 percent are college administrators and 11 or 22.92 percent are faculty members with 11–15 years in service; 2 or 14.29 percent are college administrators and 13 or 27.08 percent are faculty members with 6–10 years in service; and 2 or 14.29 percent are college administrators and 17 or 35.42 percent are faculty members with 1–5 years in service.

The results show a clear difference between faculty members and administrators in terms of how long they have been working. Most faculty members (35.42%) are relatively new, with only 1 to 5 years of service, meaning their views are shaped by fresh experiences and new perspectives. Meanwhile, college administrators are mostly long-serving, with the largest group having 21 to 25 years in service, bringing deep experience and strong knowledge of how the institution works.

The study captures a good mix of viewpoints: ideas from newer teachers who are still growing in their careers, alongside insights from seasoned leaders who have been part of the system for a long time. This balance helps show both fresh and experienced sides of the working environment.

Research Instrument

Survey Questionnaire. This was a research-made survey questionnaire, designed to assess the specific problems and objectives outlined in Chapter 1. The instrument was structured to gather relevant information regarding two main variables: Innovative Resource Management and Career Readiness of Hospitality Management students in selected Higher Education Institutions in Rizal Province, which served as the basis for the proposed intervention program.

The development of the survey questionnaire followed a systematic yet thoughtful process to ensure it fully aligned with the study's objectives and effectively measured the intended variables. Initially, a thorough review of related literature, previous research, and established measurement tools was conducted. This step helped identify relevant indicators and formulate items that accurately reflected the concepts and variables outlined in the study's conceptual framework.

Most items were adapted from existing instruments and frameworks with established validity and reliability. For the section on Innovative Resource Management, the questions were derived from and modified based on the works of *Castro (2018)*, *Dela Cruz (2020)*, and *Reyes & Santos (2022)*. These sources provided a solid foundation for assessing key areas, including financial management, physical resource utilization, human resource development, and procurement practices within educational institutions.

Meanwhile, the part measuring Career Readiness was developed based on the frameworks and guidelines introduced by *Gonzalez (2019)*, *Villanueva et al. (2021)*, and the standards set by the *Commission on Higher Education (CHED, 2023)*. These references guided the creation of items covering essential dimensions, including career planning, technical and soft skills, work values, professional ethics, and job preparation. While some items were rephrased or adjusted to suit the specific context of this research, their core meaning and purpose were carefully preserved.

Throughout the drafting process, the research adviser provided close guidance and valuable feedback, ensuring that the content, structure, and wording remained relevant, clear, and focused on the study's goals.

To establish content validity, the initial draft was reviewed and evaluated by three qualified experts, each bringing relevant expertise to the assessment. This included the Dean of Hospitality Management, who evaluate the instrument's alignment with industry standards, curriculum goals, and the educational context of the study; the Program Head, who assessed the appropriateness of the items to ensure they reflected the actual practices and expectations within the academic program; and a Faculty member from the Graduate School specializing in Research and Measurement, who reviewed the technical quality of the tool, including the clarity of questions, proper scaling, and adherence to research standards. These professionals thoroughly examined the instrument for clarity, relevance, completeness, and suitability relative to the study's focus and scope. All their comments, corrections, and recommendations were carefully considered and incorporated into the final version of the questionnaire.

The survey questionnaire was subjected to pilot testing to further verify its reliability and functionality. It was distributed to a selected group of respondents who shared similar characteristics with the target population. Their feedback regarding the clarity of instructions, ease of comprehension, and overall length of the instrument was collected and assessed. The data gathered from this phase were used to calculate reliability measures and guided the final improvements, ensuring that any unclear or confusing items were properly revised. To maintain the integrity of the research and prevent any bias, all respondents who took part in the pilot test were excluded from the actual data collection process.

The survey questionnaire has the following parts:

Part I. Profile of the Respondents. This was used to gather data on the demographic and professional profiles of the respondents, including age, sex, civil status, highest educational attainment, and number of years in service.

Part II. Assessment on the Innovative Resource Management in Selected Higher Education Institutions in Rizal Province. This was designed to elicit data on the assessment of innovative resource management across physical, technological, human, instructional, and financial resources, as well as industry linkages and collaboration.

Part III. Assessment on the Career Readiness of Hospitality Management Students. This was utilized to obtain data on the level of students' career readiness in terms of technical competence, employability skills, adaptability, communication, teamwork, and preparedness for industry employment.

Part IV. Assessment on the Problems Encountered Relative to Innovative Resource Management and Career Readiness Initiatives. This was used to collect information on the problems encountered by respondents.

Part V. Assessment on the Acceptability of the Proposed Sustainable Contextualized Development Initiative. This was utilized to gather data on the acceptability of the Proposed Sustainable Contextualized Development Initiative.

Data Gathering Procedures

The following steps were undertaken in gathering the needed data for the study:

1. Permission was sought from the Deans of the Graduate School of selected Higher Education Institutions offering Hospitality Management programs in Rizal Province.

2. The survey questionnaires were administered to the target respondents through Google Forms and face-to-face distribution.
3. The completed questionnaires were retrieved, sorted, and the obtained data were tallied by respondent.
4. The data were subjected to statistical measurement, interpretation, and analysis with the guidance of the statistician and the research adviser.
5. The data were presented in tabular and textual forms.

Statistical Treatment of Data

The data gathered were separated per group, collated, and summarized. The responses for each item are categorized based on the specific problem raised.

The following are utilized in the statistical treatment of data:

1. **Percentage.** This is used to indicate the ratio or proportion of frequencies across different variables, effectively describing and summarizing the characteristics of respondents (Fraenkel et al., 2022). This was applied to analyze the profile of respondents in terms of age, sex, civil status, educational attainment, and number of years in service.
2. **Weighted Mean.** It is the average computed by giving different weights to some of the individual values. (Taylor, 2024) This was used to answer sub-problems number 1, 3, 5, and

Formula: $WM = \frac{\sum (w_1f_1 + w_2f_2 \dots + w_nf_n)}{N}$

N

Where: WM = weighted mean

f_1 = frequency of first cell

w_1 = weight of first cell

f_2 = frequency of the second cell

w_2 = weight of the second cell N = number of cases

Five-Point Likert Scale. This method was used to infer the data and serve as the standard upon which the data clarification is based. The legends to be used are as follows:

Assessment on the Innovative Resource Management Scale Range Verbal Interpretation Symbol

5	4.20	–	5.00	Highly Evident	HE
4	3.40	–	4.19	Evident	E
3	2.60	–	3.39	Moderately Evident	ME
2	1.80	–	2.59	Least Evident	LE

1.00 – 1.79 Very Least Evident

VLE

A. Assessment on the Career Readiness

Scale	Range			Verbal Interpretation	Symbol
5	4.20	–	5.00	Highly Evident	HE
4	3.40	–	4.19	Evident	E
3	2.60	–	3.39	Moderately Evident	ME
2	1.80	–	2.59	Least Evident	LE
1	1.00	–	1.79	Very Least Evident	VLE

Assessment on the Problems Encountered

Scale	Range			Verbal Interpretation	Symbol
5	4.20	–	5.00	Highly Encountered	HE
4	3.40	–	4.19	Encountered	E
3	2.60	–	3.39	Moderately Encountered	ME
2	1.80	–	2.59	Least Encountered	LE
1	1.00	–	1.79	Very Least Encountered	VLE

Acceptability of the Proposed Intervention Program Scale Range Verbal Interpretation Symbol

5	4.20	–	5.00	Highly Acceptable	HA
4	3.40	–	4.19	Acceptable	A
3	2.60	–	3.39	Moderately Acceptable	MA
2	1.80	–	2.59	Least Acceptable	LA
1	1.00	–	1.79	Not Acceptable	NA

Analysis of Variance (ANOVA). is a statistical method used to test differences between two or more means? It is similar to the t-test, but the t-test is generally used for comparing two means, while ANOVA is used when you have more than two means to compare. (Hassan, 2024) To determine if there is a significant difference among the three selected groups of respondents. This was used to answer sub-problem no. 2

Formula:
$$F = \frac{MSS_b}{MSS_w}$$

Where:

MSS_b = Mean Sum of Squares Between MSS_w = Mean Sum of Squares Within

Pearson Correlation Moment r. Is a measure of the linear association between two variables X and Y. (Bobbitt, 2019) This is used to determine if a significant relationship exists between school administrators, extension coordinators, community partners. This was used to answer sub-problem no. 4

Where:

r = Pearson Coefficient

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

n = number of pairs of the stock

$\sum xy$ = sum of products of the paired stocks

$\sum x$ = sum of the x scores

$\sum y$ = sum of the y scores

$\sum x^2$ = sum of the squared x scores

$\sum y^2$ = sum of the squared y scores

Guide in interpreting the Coefficient Correlation. (Bobbitt, 2019)

Range **Verbal Interpretation** **Symbol**

1.00			Perfect Correlation	PC
0.80	–	0.99	Very Strong Correlation	VSC
0.60	–	0.79	Strong Correlation	SC
0.40	–	0.59	Moderate Correlation	MC
0.20	–	0.39	Weak Correlation	WC
0.01	–	0.19	Negligible Correlation	NC

Presentation, Analysis, and Interpretation of Data

Sub-problem No. 1: How do the college administrators, faculty members, and students assess the Innovative Resource Management in Higher Education Institutions in Rizal Province in terms of:

Physical Resources

Table 8 presents the assessment of the three groups of respondents who rated the innovative resource management in higher education institutions as to physical resources as Highly Evident, with an overall weighted mean of 4.31. Nine (9) indicators were rated as Highly Evident, namely: physical facilities are regularly maintained to ensure safety, functionality, and instructional readiness; available resources contribute to the development of students' technical competencies aligned with program outcomes; and students are provided structured opportunities to practice simulated hospitality operations within institutional facilities with a similar composite weighted mean of 4.40 as rank 1, 2, and 3; the program implements a monitoring and evaluation system with defined KPIs; and facilities are accessible during scheduled academic activities to support program delivery with both the composite weighted mean of 4.39 as rank 4 and 5; facilities are designed to simulate actual hotel and restaurant settings with a composite weighted mean of 4.38 as rank 6; learning spaces promote experiential and hands-on training, as emphasized in Outcomes-Based Education (OBE) with a composite weighted mean of 4.37 as rank 7; the condition and adequacy of facilities help build students' professional skills and confidence with a composite weighted mean of 4.36 as rank 8; and the institution maintains adequate training kitchens and laboratories for effective instruction in compliance with CHED standards with a composite weighted mean of 4.29 as rank 9. One (1) item rated as Evident, which is laboratory tools and equipment that meet current industry requirements, with a composite weighted mean of 3.73 as rank 10.

Table 8 Innovative Resource Management in Higher Education Institutions as to Physical Resources

Indicators	College <u>Administrators</u>		Faculty <u>Members</u>		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The institution maintains adequate training kitchens and laboratories for effective instruction in compliance with CHED standards.	4.07	E	4.73	HE	4.08	E	4.29	HE	9
2. Laboratory tools and equipment meet current industry requirements.	3.29	ME	4.50	HE	3.40	E	3.73	E	10
3. Facilities are designed to simulate actual hotel and restaurant settings.	4.14	E	4.75	HE	4.24	HE	4.38	HE	6
4. Physical facilities are regularly maintained to ensure safety, functionality, and instructional readiness.	4.14	E	4.75	HE	4.29	HE	4.40	HE	1.33
5. Learning spaces promote experiential and hands-on training, as emphasized in Outcomes-Based Education (OBE).	4.07	E	4.73	HE	4.30	HE	4.37	HE	7

6. Available resources contribute to the development of students' technical competencies aligned with program outcomes.	4.14	E	4.75	HE	4.31	HE	4.40	HE	1.33
7. Students are provided structured opportunities to practice simulated hospitality operations within institutional facilities.	4.14	E	4.75	HE	4.30	HE	4.40	HE	1.33
8. The program implements a monitoring and evaluation system with defined KPIs.	4.14	E	4.75	HE	4.28	HE	4.39	HE	4.5
9. Facilities are accessible during scheduled academic activities to support program delivery.	4.14	E	4.75	HE	4.28	HE	4.39	HE	4.5
10. The condition and adequacy of facilities help build students' professional skills and confidence.	4.07	E	4.73	HE	4.28	HE	4.36	HE	8
Overall Weighted Mean	4.04	E	4.72	HE	4.18	E	4.31	HE	

Scale	Range	Verbal Interpretation	Symbol
5	4.20–5.00	Highly Evident	HE
4	3.40–4.19	Evident	E
3	2.60–3.39	Moderately Evident	ME
2	1.80–2.59	Least Evident	LE
1	1.00–1.79	Very Least Evident	VLE

The results show that the school manages physical resources very well, rated *Highly Evident*. This means that facilities are safe, well-kept, accessible, and designed like real workplaces—great for helping students build skills and confidence. However, one item was only *Evident*: tools and equipment do not fully match current industry standards. This implies the school meets basic requirements, but needs to update resources to ensure students learn using the same tools they will use in actual jobs.

The results were supported by the study of Flores & Santos (2021), who found that while schools comply with CHED standards, simply meeting requirements is not enough. Limitations or outdated resources can weaken hands-on learning. They concluded that strategic management and continuous improvement of facilities are necessary to truly align student skills with what the industry needs.

Technological Resources

As manifested in Table 9, the assessment of innovative resource management in higher education institutions as to technological resources is rated as Highly Evident with an overall weighted mean of 4.25. Nine (9) items rated as Highly Evident, such as: students are introduced to emerging hospitality technologies to strengthen industry relevance; and technological resources enable blended, flexible learning modalities aligned with CHED advisories with both the composite weighted mean of 4.38 as rank 1 and 2; access to

Table 9 Innovative Resource Management in Higher Education Institutions as to Technological Resources

Indicators	College AdministratorsW M	VI	Faculty MembersW M	VI	StudentsW M	VI	CompositeW M	VI	Ran k
1. Industry-based software is integrated into classroom instruction.	3.93	E	4.69	HE	4.25	HE	4.29	HE	9
2. Students are trained to use digital systems in hospitality operations, consistent with program outcomes.	3.93	E	4.69	HE	4.28	HE	4.30	HE	8
3. Online learning platforms support course delivery in accordance with CHED flexible learning guidelines.	4.07	E	4.73	HE	4.17	E	4.32	HE	6
4. Faculty demonstrate competence in using instructional technologies, as required under CHED faculty qualification and development standards.	2.93	M E	4.40	HE	3.20	M E	3.51	E	10
5. Educational technologies enhance	4.00	E	4.71	HE	4.34	HE	4.35	HE	4

teaching effectiveness and student learning outcomes.									
6. Students are introduced to emerging hospitality technologies to strengthen industry relevance.	4.07	E	4.73	HE	4.34	HE	4.38	HE	1.5
7. Technological resources enable blended, flexible learning modalities aligned with CHED advisories.	4.07	E	4.73	HE	4.32	HE	4.38	HE	1.5
8. Access to updated digital tools improves students' industry readiness.	4.07	E	4.71	HE	4.32	HE	4.37	HE	3
9. Technology integration supports the development of analytical and problem-solving skills.	4.00	E	4.63	HE	4.35	HE	4.33	HE	5
10. Digital and technological resources are regularly reviewed and updated to meet current standards.	4.00	E	4.63	HE	4.32	HE	4.31	HE	7

Overall Weighted Mean	3.91	E	4.66	H E	4.19	E	4.25	H E	—
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updated digital tools improves students' industry readiness with a composite weighted mean of 4.37 as rank 3; educational technologies enhance teaching effectiveness and student learning outcomes with a composite weighted mean of 4.35 as rank 4; technology integration supports the development of analytical and problem-solving skills with a composite weighted mean of 4.33 as rank 5; online learning platforms support course delivery in accordance with CHED flexible learning guidelines with a composite weighted mean of 4.32 as rank 6; digital and technological resources are regularly reviewed and updated to meet current standards with a composite weighted mean of 4.31 as rank 7; students are trained to use digital systems in hospitality operations, consistent with program outcomes with a composite weighted mean of 4.30 as rank 8; and industry-based software is integrated into classroom instruction with a composite weighted mean of 4.29 as rank 9. One (1) item rated as Evident which is faculty demonstrate competence in using instructional technologies, as required under CHED faculty qualification and development standards with a composite weighted mean of 3.51 as rank 10.

The results emphasized that updated tools, platforms, and industry software are available, helping students build relevant skills and adaptability as required by CHED standards. However, faculty competence in using these technologies is only *Evident*. This shows that while resources are good, teachers still need more training to use them fully and effectively.

The results were supported by the study of Sison & Mercado (2022), who found that effective technology use depends not just on having tools, but on having trained faculty. They concluded that investing in technology *and* upgrading teacher capabilities together leads to better learning and stronger industry preparation for students.

Human Resources

Table 10 shows the assessment of the three groups of respondents who rated the innovative resource management in higher education institutions as to human resources as Highly Evident with an overall weighted mean of 4.35. Eight (8) indicators were rated as Highly Evident, these are: faculty provide academic and professional mentoring to support students' development; and teaching practices promote career readiness and align with CHED's outcomes-based standards with both the composite weighted mean of 4.48 as rank 1 and 2; faculty demonstrate competence in delivering hospitality courses consistent with program outcomes; and faculty participate in continuing professional development, training, and industry engagements as encouraged by CHED policies with both the composite weighted mean of 4.47 as rank 3 and 4; **Table 10**

Innovative Resource Management in Higher Education Institutions as to Human Resources

Indicators	College — Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Faculty members possess relevant academic qualifications and industry experience in hospitality.	3.57	E	3.77	E	3.68	E	3.67	E	10

2. Faculty demonstrate competence in delivering hospitality courses consistent with program outcomes.	4.43	HE	4.63	HE	4.36	HE	4.47	HE	3.5
3. Faculty provide academic and professional mentoring to support students' development.	4.43	HE	4.63	HE	4.38	HE	4.48	HE	1.5
4. Teaching practices promote career readiness and align with CHED's outcomes-based standards.	4.43	HE	4.63	HE	4.38	HE	4.48	HE	1.5
5. Academic and support staff contribute to effective program implementation and student learning.	4.29	HE	4.60	HE	4.39	HE	4.43	HE	8
6. Faculty participate in continuing professional development, training, and industry engagements as encouraged by CHED policies.	4.29	HE	4.77	HE	4.35	HE	4.47	HE	3.5
7. Instructors model professional ethics and standards expected in the hospitality industry.	4.07	E	4.27	HE	4.12	E	4.15	E	9
8. Teaching strategies reflect current industry practices and competency requirements.	4.36	HE	4.60	HE	4.38	HE	4.45	HE	5
9. Faculty provide timely and constructive feedback to improve student performance.	4.36	HE	4.58	HE	4.37	HE	4.44	HE	6.5
10. Human resources collectively support students' preparation for employment and professional growth.	4.36	HE	4.60	HE	4.36	HE	4.44	HE	6.5
Overall Weighted Mean	4.26	HE	4.51	HE	4.28	HE	4.35	HE	

teaching strategies reflect current industry practices and competency requirements with a composite weighted mean of 4.45 as rank 5; faculty provide timely and constructive feedback to improve student performance; and human resources collectively support students' preparation for employment and professional growth with both the composite weighted mean of 4.44 as rank 6 and 7; and academic and support staff contribute to effective program implementation and student learning with a composite weighted mean of 4.43 as rank 8. Two (2) items rated as Evident, namely: instructors model professional ethics and standards expected in the hospitality industry with a

composite weighted mean of 4.15 as rank 9; and faculty members possess relevant academic qualifications and industry experience in hospitality with a composite weighted mean of

as rank 10.

This result shows that instructors are capable, updated, and follow CHED standards. They guide students well, use relevant teaching methods, and actively improve themselves—all of which greatly help students learn and get ready for future jobs. However, two items rated only as *Evident* reveal areas for improvement: faculty demonstration of professional ethics, and more importantly, their level of industry experience and relevant qualifications. This means that while teachers are good at teaching, some may lack enough actual work experience in the hospitality industry or full alignment with professional standards. This gap could affect how well they share real-world insights and workplace values with students.

The results are supported by the study of Reyes & Cruz (2023), who concluded that human resource development is a key investment: institutions with qualified, updated, and industry-exposed faculty produce graduates rated higher by employers. They emphasized that instructors must have strong industry background and professional conduct to effectively transform resources into meaningful learning. This confirms that while teaching competence is strong, gaps in industry exposure and professional standards limit full effectiveness.

Instructional Resources

Table 11 depicts the assessment of the three groups of respondents who rated the innovative resource management in higher education institutions as to instructional resources as Highly Evident, with an overall weighted mean of 4.32. Nine (9) indicators were rated as Highly Evident, these are: learning resources encourage critical thinking and problem-solving

Table 11 Innovative Resource Management in Higher Education Institutions as to Instructional Resources

Indicators	College — Administrato rs		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Learning materials are relevant to current hospitality standards and consistent with CHED standards.	4.36	HE	4.65	HE	4.34	HE	4.45	HE	2.5
2. Instructional modules are periodically reviewed and updated to ensure alignment with program outcomes.	4.07	E	4.65	HE	4.34	HE	4.35	HE	9
3. Teaching resources support skills-based and competency-based learning as required under the OBE framework.	4.21	HE	4.65	HE	4.33	HE	4.40	HE	6.5

4. Multimedia and digital materials enhance student comprehension and engagement.	3.21	ME	3.73	E	3.48	E	3.48	E	10
5. Instructional materials comply with CHED curriculum and program requirements.	4.29	HE	4.65	HE	4.34	HE	4.42	HE	4
6. Learning resources encourage critical thinking and problem-solving skills.	4.43	HE	4.63	HE	4.35	HE	4.47	HE	1
7. Assessment tools are aligned with competency-based standards.	4.21	HE	4.63	HE	4.35	HE	4.39	HE	8
8. Course syllabi emphasize industry practices and defined learning outcomes.	4.36	HE	4.67	HE	4.32	HE	4.45	HE	2.5
9. Instructional materials are accessible to students during the course implementation period.	4.21	HE	4.63	HE	4.35	HE	4.40	HE	6.5
10. Teaching resources effectively bridge theoretical concepts with practical applications.	4.21	HE	4.67	HE	4.36	HE	4.41	HE	5
Overall Weighted Mean	4.16	E	4.55	HE	4.25	HE	4.32	HE	

skills with a composite weighted mean of 4.47 as rank 1; learning materials are relevant to current hospitality standards and consistent with CHED standards; and course syllabi emphasize industry practices and defined learning outcomes with both the composite weighted mean of 4.45 as rank

2 and 3; instructional materials comply with CHED curriculum and program requirements with a composite weighted mean of

4.42 as rank 4; teaching resources effectively bridge theoretical concepts with practical applications with a composite weighted mean of 4.41 as rank 5; teaching resources support skills-based and competency-based learning as required under the OBE framework; and instructional materials are accessible to students during the course implementation period with both the composite weighted mean of 4.40 as rank 6 and 7; assessment tools are aligned with competency-based standards with a composite weighted mean of 4.39 as rank 8; and instructional modules are periodically reviewed and updated to ensure alignment with program outcomes with a composite weighted mean of 4.35 as rank 9. One (1) item rated as Evident which is multimedia and digital materials enhance student comprehension and engagement with a composite weighted mean of

3.48 as rank 10.

The result indicates that instructional resources are effectively managed. This means learning materials, syllabi, and assessments follow CHED standards well, connect theory to practice, and build critical thinking skills. However, multimedia and digital materials are only *Evident*, showing they are not yet fully optimized to boost student engagement and understanding.

The results are supported by the study of Singh et al. (2023), who established that technological and interactive materials are essential to enhance engagement, problem-solving, and adaptability — core skills for hospitality graduates. They concluded that resources must be properly designed, updated, and fully integrated into instruction to deliver maximum value. This confirms that while materials meet standards, digital/multimedia components are not yet optimized to boost learning.

Financial Resources

Table 12 reflects the assessment of the three groups of respondents who rated the innovative resource management in higher education institutions as to financial resources as *Evident*, with an overall weighted mean of 4.19. Eight (8) indicators were rated as *Highly Evident*, namely: financial resources sustain the delivery of hospitality education aligned with CHED quality assurance guidelines, with a composite weighted mean of 4.32 as rank 1; budget planning emphasizes program needs and priorities, with a composite weighted mean of 4.31 as rank 2;

Table 12 Innovative Resource Management in Higher Education Institutions as to Financial Resources

Indicators	College Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Budget allocation adequately supports the operational needs of the hospitality program.	4.07	E	4.52	HE	4.25	HE	4.28	HE	5.5
2. Funds are provided for the maintenance and improvement of laboratories and training facilities.	4.00	E	4.15	E	4.07	E	4.07	E	9
3. Financial resources support the acquisition and upgrading of instructional technologies.	4.07	E	4.54	HE	4.22	HE	4.28	HE	5.5
4. Faculty development activities are funded in accordance with CHED faculty development policies.	3.93	E	4.56	HE	4.25	HE	4.25	HE	8
5. Student practicum, simulations, and training	4.07	E	4.60	HE	4.23	HE	4.30	HE	3.5

activities receive appropriate financial support.									
6. Resources are allocated for industry exposure and experiential learning initiatives.	3.29	ME	3.67	E	3.48	E	3.48	E	10
7. Budget planning emphasizes program needs and priorities.	4.14	E	4.52	HE	4.27	HE	4.31	HE	2
8. Financial assistance programs enhance students' academic and practical learning experiences.	4.00	E	4.54	HE	4.27	HE	4.27	HE	7
9. Funds are allocated for the periodic upgrading of instructional materials and equipment.	4.07	E	4.56	HE	4.27	HE	4.30	HE	3.5
10. Financial resources sustain the delivery of hospitality education aligned with CHED quality assurance guidelines.	4.14	E	4.54	HE	4.29	HE	4.32	HE	1
Overall Weighted Mean	3.98	E	4.42	HE	4.16	E	4.19	E	

student practicum, simulations, and training activities receive appropriate financial support; and funds are allocated for the periodic upgrading of instructional materials and equipment with both the composite weighted mean of 4.30 as rank 3 and 4; budget allocation adequately supports the operational needs of the hospitality program; and financial resources support the acquisition and upgrading of instructional technologies with both the composite weighted mean of 4.28 as rank 5 and 6; financial assistance programs enhance students' academic and practical learning experiences with a composite weighted mean of 4.27 as rank 7; and faculty development activities are funded in accordance with CHED faculty development policies with a composite weighted mean of

4.25 as rank 8. Two (2) items rated as Evident, such as: funds are provided for the maintenance and improvement of laboratories and training facilities with a composite weighted mean of 4.07 as rank 9; and resources are allocated for industry exposure and experiential learning initiatives with a composite weighted mean of 3.48 as rank 10.

The findings imply that financial resources are adequately managed, rated *Evident*. Budgeting supports core needs like instruction, technology, and faculty development following CHED standards. However, funding for facility maintenance and especially for industry exposure and hands-on activities is only *Evident*. This shows funds are limited for real-world experiences, which are vital for learning.

The results are supported by the study of Kovacs & Moretti (2024), who found that financial resources and industry linkages work together. They concluded that sufficient funding allows schools to create better partnerships and more meaningful training, and without enough budget for these initiatives, students miss out on the high-quality exposure

that truly prepares them for work.

Industry Linkages and Collaboration

Table 13 manifests the assessment of the three groups of respondents who rated the innovative resource management in higher education institutions as to industry linkages and collaboration as Highly Evident, with an overall weighted mean of 4.35. Nine

(9) indicators were rated as Highly Evident, these are: the institution maintains partnerships with recognized hospitality establishments in compliance with CHED guidelines; industry linkages provide structured internship and on-the-job training opportunities; on-the-job training programs are aligned with course objectives and prescribed learning outcomes; partnerships facilitate experiential and real-world learning opportunities; industry collaboration helps students

Table 13 Innovative Resource Management in Higher Education Institutions as to Industry Linkages and Collaboration

Indicators	College — <u>Administrator</u> s		Faculty <u>Members</u>		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The institution maintains partnerships with recognized hospitality establishments in compliance with CHED guidelines.	4.43	HE	4.60	HE	4.33	HE	4.45	HE	3.5
2. Industry linkages provide structured internship and on-the-job training opportunities.	4.43	HE	4.60	HE	4.30	HE	4.45	HE	3.5
3. Collaboration with industry partners supports curriculum review and ensures alignment with current hospitality standards.	4.21	HE	4.58	HE	4.32	HE	4.37	HE	8
4. Industry engagement contributes to the development of students' technical and professional competencies.	4.18	E	3.77	E	3.47	E	3.81	E	10
5. On-the-job training programs are aligned with course objectives and prescribed learning outcomes.	4.43	HE	4.56	HE	4.36	HE	4.45	HE	3.5

6. Industry exposure activities enhance students' employability and career readiness.	4.14	E	4.31	HE	4.15	E	4.20	HE	9
7. Guest lectures and industry-led activities are encouraged to enrich academic instruction.	4.29	HE	4.56	HE	4.34	HE	4.39	HE	7
8. Partnerships facilitate experiential and real-world learning opportunities.	4.43	HE	4.56	HE	4.35	HE	4.45	HE	3.5
9. Industry collaboration helps students understand professional standards and workplace expectations.	4.43	HE	4.60	HE	4.32	HE	4.45	HE	3.5
10. Linkages strengthen students' preparation for careers in the hospitality sector.	4.43	HE	4.60	HE	4.31	HE	4.45	HE	3.5
Overall Weighted Mean	4.34	HE	4.48	HE	4.22	HE	4.35	HE	

understand professional standards and workplace expectations; and linkages strengthen students' preparation for careers in the hospitality sector with all having similar composite

weighted mean of 4.45 as rank 3.5 respectively; guest lectures and industry-led activities are encouraged to enrich academic instruction with a composite weighted mean of 4.39 as rank 7; collaboration with industry partners supports curriculum review and ensures alignment with current hospitality standards with a composite weighted mean of 4.37 as rank 8; and industry exposure activities enhance students' employability and career readiness with a composite weighted mean of 4.20 as rank 9. One (1) item rated as *Evident*, which is industry engagement, contributes to the development of students' technical and professional competencies with a composite weighted mean of 3.81 as rank 10.

The result reveals that the industry linkages and collaboration are very strong. This means the school has good partnerships, well-structured internships, and activities that align with CHED standards—greatly helping students learn real-world practices and prepare for their careers. However, one item rated only as *Evident* shows that these partnerships are not yet fully maximizing the development of students' technical and professional competencies. This implies that while connections exist, there is a need to deepen how industry partners are involved in directly building and evaluating students' actual skills.

The results are supported by the study of Alvarez & Dizon (2024), who concluded that industry collaboration is vital, but its value depends on how well it is managed. Their study found that students gained the most competence and confidence when partnerships were sustained, well-organized, and deeply integrated into training. They emphasized that linkages work best not just as a requirement, but as an active extension of learning that directly shapes students' skills and professional growth.

Table 14 Summary on Innovative Resource Management in Higher Education Institutions

Criteria	College Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	WM	VI	WM	
1. Physical Resources	4.04	E	4.72	HE	4.18	E	4.31	HE	4
2. Technological Resources	3.91	E	4.66	HE	4.19	E	4.25	HE	5
3. Human Resources	4.26	HE	4.51	HE	4.28	HE	4.35	HE	1.5
4. Instructional Resources	4.16	E	4.55	HE	4.25	HE	4.32	HE	3
5. Financial Resources	3.98	E	4.42	HE	4.16	E	4.19	E	6
6. Industry Linkages and Collaboration	4.34	HE	4.48	HE	4.22	HE	4.35	HE	1.5
Grand Mean	4.12	E	4.56	HE	4.21	HE	4.30	HE	

As summarized in Table 14, the assessment of innovative resource management in higher education institutions rated as Highly Evident with a grand mean of 4.30. Five (5) items rated as Highly Evident, such as: human resources; and industry linkages and collaboration with both the composite weighted mean of 4.35 as rank 1 and 2; instructional resources with a composite weighted mean of 4.32 as rank 3; physical resources with a composite weighted mean of 4.31 as rank 4; and technological resources with a composite weighted mean of 4.25 as rank 5. One (1) item was rated as Evident, which is financial resources, with a composite weighted mean of 4.19 as rank 6.

The result shows that human resources and industry linkages rank highest, showing strong teaching quality and good partnerships. Financial resources, however, are only *Evident*, making them the weakest area that needs more attention. Differences in perception are also clear: faculty and students rate management as Highly Evident, while administrators rate it only as Evident. This gap happens because administrators are more aware of budget limits and resource challenges that users do not usually see.

The results are supported by the study of Choi & Kim (2021), who explained that institutional strength comes from aligning all resources — physical, human, technological, financial, and collaborative. They emphasized that if one area (especially

finance) is weak, it limits the effectiveness of all others. This confirms that improving financial management is critical to sustaining and elevating quality across every resource category, explaining why administrators perceive gaps more clearly than users.

Sub-problem No. 2. Is there a significant difference in the assessment of the three groups of respondents on the Innovative Resource Management using the above-mentioned variables?

Table 15 Comparative Assessment on Innovative Resource Management in Higher Education Institutions

Areas of Concern		SS	MSS	df	F-value	Critical Value	Interpretation	Decision
1. Physical Resources	Bet. Grp. Within Grp.	0.261 1.389	0.131 0.051	2 27	2.54151	3.35	Not Significant	Failed to Reject Ho
2. Technological Resources	Bet. Grp. Within Grp.	0.294 2.292	0.147 0.085	2 27	1.72909	3.35	Not Significant	Failed to Reject Ho

3. Human Resources	Bet. Grp. Within Grp.	0.039 1.829	0.019 0.068	2 27	0.28459	3.35	Not Significant	Failed to Reject Ho
4. Instructional Resources	Bet. Grp. Within Grp.	0.087 2.521	0.043 0.093	2 27	0.46419	3.35	Not Significant	Failed to Reject Ho
5. Financial Resources	Bet. Grp. Within Grp.	0.099 1.882	0.049 0.070	2 27	0.70813	3.35	Not Significant	Failed to Reject Ho
6. Industry Linkages and Collaboration	Bet. Grp. Within Grp.	0.031 1.418	0.016 0.053	2 27	0.29578	3.35	Not Significant	Failed to Reject Ho

Legend: 0.05 level of significance

As illustrated in Table 15, the comparative assessment on Innovative Resource Management in Higher Education

Institutions as evaluated by the three groups of respondents, namely College Administrators, Faculty Members, and Students, across six areas of concern: Physical Resources ($F = 2.54151$), Technological Resources ($F = 1.72909$), Human Resources ($F = 0.28459$), Instructional Resources ($F = 0.46419$), Financial Resources ($F = 0.70813$), and Industry Linkages and Collaboration ($F = 0.29578$). The analysis was conducted using $df = (2, 27)$ at 0.05 level of significance with a critical value of 3.35. The findings reveal that all computed F-values are lower than the critical value, indicating no significant differences in the assessments of College Administrators, Faculty Members, and Students across all areas of innovative resource management.

Results show that no significant difference in assessments among administrators, faculty, and students across all six areas of resource management. This means all three groups share the same views and agree on how well resources are managed—whether regarding facilities, technology, manpower, learning materials, budget, or industry partnerships. There is a unified perception that strengths and areas for improvement are observed similarly by those who manage, teach, and study in the institution.

The results are supported by the study of Navarro et al (2025), who explained that effective resource management is felt consistently across the institution. They noted that when facilities, support systems, and linkages work well together, the benefits and limitations are recognized equally by administrators, teachers, and learners. Their study confirmed that aligned perceptions reflect clear, transparent, and well-implemented management practices, ensuring that resources serve their intended purpose for everyone involved.

Sub-problem No. 3. How do the three groups of respondents assess the Career Readiness among Hospitality Management Students in terms of:

Career Self-Efficacy

Table 16 reveals the assessment of the three groups of respondents who rated the career readiness among Hospitality Management students as to career self-efficacy as Highly Ready, with an overall weighted mean of 4.51. Nine (9) indicators were rated as Highly Ready, these are: problem-solving skills are applied in operational scenarios with a composite weighted mean of 4.68 as rank 1; feedback is actively sought for continuous improvement with a composite weighted mean of 4.67

Table 16 Career Readiness among Hospitality Management Students as to Career Self-Efficacy

Indicators	College <u>Administrators</u>		Faculty <u>Members</u>		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Confidence is demonstrated in performing hospitality-related tasks.	4.43	HR	4.77	HR	4.64	HR	4.61	HR	7
2. Clear career goals are identified in line with program outcomes.	4.50	HR	4.77	HR	4.63	HR	4.64	HR	3
3. Initiative is shown in completing assigned responsibilities.	4.36	HR	4.51	HR	4.45	HR	4.44	HR	9
4. Accountability is observed in assigned duties.	4.50	HR	4.75	HR	4.63	HR	4.63	HR	4
5. Sound career decisions are made based on industry standards.	3.36	MR	3.90	R	3.80	R	3.68	R	10
6. Professional communication skills are effectively practiced.	4.50	HR	4.73	HR	4.63	HR	4.62	HR	5.5
7. Workplace challenges are handled with self-assurance.	4.50	HR	4.71	HR	4.64	HR	4.62	HR	5.5
8. Feedback is actively sought for continuous improvement.	4.64	HR	4.73	HR	4.64	HR	4.67	HR	2
9. Problem-solving skills are applied in operational scenarios.	4.64	HR	4.75	HR	4.63	HR	4.68	HR	1
10. Readiness for entry-level hospitality roles is evident.	4.29	HR	4.75	HR	4.63	HR	4.56	HR	8
Overall Weighted Mean	4.37	HR	4.64	HR	4.53	HR	4.51	HR	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Ready	HR
4	3.40-4.19	Ready	R
3	2.60-3.39	Moderately Ready	MR
2	1.80-2.59	Least Ready	LR
1	1.00-1.79	Very Least Ready	VLR

as rank 2; clear career goals are identified in line with program outcomes with a composite weighted mean of 4.64 as rank 3; accountability is observed in assigned duties with a composite weighted mean of 4.63 as rank 4; professional communication skills are effectively practiced; and workplace challenges are handled with self-assurance with both the composite weighted mean of 4.62 as rank 5 and 6; confidence is demonstrated in performing hospitality-related tasks with a composite weighted mean of 4.61 as rank 7; readiness for entry-level hospitality roles is evident with a composite weighted mean of 4.56 as rank 8; and initiative is shown in completing assigned responsibilities with a composite weighted mean of

4.44 as rank 9. One (1) item rated as Ready which is sound career decisions are made based on industry standards with a composite weighted mean of 3.68 as rank 10.

The result means that the hospitality management students feel very confident in performing tasks, solving problems, communicating professionally, and taking responsibility—proving they trust their own abilities to handle work requirements. However, one item rated only as *Ready* shows they are less confident when it comes to making sound career decisions based on industry standards. This implies that while they believe in their skills, they still need clearer guidance and deeper knowledge about industry norms to make informed career choices.

The results are supported by Garcia & Mendoza (2021), who explained that career self-efficacy — belief in one’s ability to perform tasks — drives motivation and performance. They emphasized that while confidence in skills is strong, sound career decision-making requires deep understanding of industry standards and expectations. This matches the result: students trust their skills but need more guidance to make informed career choices.

Workplace Behavior and Attitude

Table 17 shows the assessment of the three groups of respondents who rated the career readiness among Hospitality Management students as to workplace behavior and attitude as Highly Ready, with an overall weighted mean of 4.60. Nine (9) indicators were rated as Highly Ready, such as: respectful interaction with peers and supervisors is maintained with a composite weighted mean of 4.72 as rank 1; teamwork is demonstrated in collaborative tasks; and a customer-oriented mindset is evident in-service activities with both the composite weighted mean of 4.71 as rank 2 and 3; professionalism is emphasized in behavior and appearance; ethical conduct is practiced in academic and practicum settings; and commitment to quality service is consistently displayed with a similar composite weighted mean of 4.69 as

Table 17 Career Readiness among Hospitality Management Students as to Workplace Behavior and Attitude

Indicators	College Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Professionalism is emphasized in behavior and appearance.	4.64	HR	4.75	HR	4.67	HR	4.69	HR	4.33
2. Punctuality and reliability are consistently observed.	4.57	HR	4.31	HR	4.40	HR	4.43	HR	9
3. Ethical conduct is practiced in academic and	4.64	HR	4.79	HR	4.64	HR	4.69	HR	4.33

settings. practicum									
4. Respectful interaction with peers and supervisors is maintained.	4.71	HR	4.77	HR	4.66	HR	4.72	HR	1
5. Teamwork is demonstrated in collaborative tasks.	4.71	HR	4.77	HR	4.64	HR	4.71	HR	2.5
6. Constructive criticism is accepted positively.	4.64	HR	4.77	HR	4.63	HR	4.68	HR	7.5
7. A customer-oriented mindset is evident in-service activities.	4.71	HR	4.77	HR	4.63	HR	4.71	HR	2.5
8. Time management skills are effectively applied.	4.64	HR	4.77	HR	4.64	HR	4.68	HR	7.5
9. Institutional and industry policies are properly followed.	4.07	R	3.94	R	3.93	R	3.98	R	10
10. Commitment to quality service is consistently displayed.	4.64	HR	4.77	HR	4.64	HR	4.69	HR	4.33
Overall Weighted Mean	4.60	HR	4.64	H R	4.55	HR	4.60	HR	

rank 4, 5, and 6; constructive criticism is accepted positively; and time management skills are effectively applied with both the composite weighted mean of 4.68 as rank 7 and 8; and punctuality and reliability are consistently observed with a composite weighted mean of 4.43 as rank 9. One (1) item rated as Ready, which is institutional and industry policies are properly followed, with a composite weighted mean of 3.98 as rank 10.

Hospitality Management students show *Highly Ready* levels of workplace behavior and attitude. This means they consistently display strong professionalism, respect, teamwork, customer focus, and proper work habits—qualities highly valued in the service industry. However, one item rated only as *Ready* indicates they are less familiar or less consistent when it comes to following specific institutional and industry policies. This shows that while their behavior and attitude are excellent, they still need clearer guidance and a deeper understanding of rules, regulations, and standard operating procedures.

The results are supported by Williams & Carter (2023), who concluded that employability in hospitality requires not just positive attitude and conduct, but also clear knowledge and strict adherence to policies, standards, and ethical guidelines. They emphasized that while teamwork, service orientation, and professionalism are strengths, mastery of rules, safety protocols, and professional norms is equally critical. This confirms that students behave well but need a deeper understanding of institutional/industry policies.

Industry Knowledge

Table 18 Career Readiness among Hospitality Management Students as to Industry Knowledge

Indicators	College <u>Administrators</u>		Faculty <u>Members</u>		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Core hospitality operations and functions are well understood.	4.57	HR	4.77	HR	4.66	HR	4.67	HR	5
2. Food and beverage service principles are correctly applied.	4.64	HR	4.77	HR	4.65	HR	4.69	HR	2
3. Front office procedures are properly demonstrated.	4.29	HR	4.46	HR	4.44	HR	4.39	HR	9
4. Safety and sanitation standards are consistently observed.	4.14	R	3.90	R	3.87	R	3.97	R	10
5. Basic revenue and cost control concepts are applied.	4.57	HR	4.77	HR	4.61	HR	4.65	HR	8
6. Basic revenue and cost control concepts are applied.	4.57	HR	4.81	HR	4.61	HR	4.67	HR	5
7. Guest satisfaction principles are clearly recognized.	4.64	HR	4.81	HR	4.62	HR	4.69	HR	2
8. Sustainable hospitality practices are understood.	4.57	HR	4.79	HR	4.65	HR	4.67	HR	5
9. Relevant tourism and hospitality regulations are acknowledged.	4.64	HR	4.81	HR	4.65	HR	4.70	HR	1
10. Theoretical concepts are connected to operational situations.	4.64	HR	4.81	HR	4.62	HR	4.69	HR	2
Overall Weighted Mean	4.53	HR	4.67	HR	4.54	HR	4.58	HR	

As exhibited in Table 18, the assessment of career readiness among Hospitality Management students as to industry knowledge was rated as *Highly Ready*, with an overall weighted mean of 4.58. Nine (9) indicators were rated as *Highly Ready*, namely: relevant tourism and hospitality regulations are acknowledged with a composite weighted mean of 4.70 as rank 1; food and beverage service principles are correctly applied; guest satisfaction principles are clearly recognized; and theoretical concepts are connected to operational situations with a similar composite weighted mean of 4.69 as rank 2; core hospitality operations and functions are well understood; basic revenue and cost control concepts are applied; and sustainable hospitality practices are understood with a similar composite weighted mean of 4.67 as rank 5; basic revenue and cost control concepts are applied with a composite weighted mean of 4.65 as rank 8; and front office procedures are properly demonstrated with a composite weighted mean of 4.39 as rank 9. One (1) item rated as *Ready* which is safety and sanitation standards are consistently observed, with a composite weighted mean of 3.97 as rank 10.

Hospitality Management students show *Highly Ready* levels of industry knowledge. This means they have a strong grasp of regulations, service principles, operations, and core concepts—proving they understand the theoretical and practical side of the industry very well. However, one item rated only as *Ready* shows they are less consistent when it comes to strictly following safety and sanitation standards. This implies that while they know the rules, they still need more practice and reinforcement to make safety habits automatic and consistent, as these are critical in real workplace settings. The results are supported by the study of Nguyen & Pham (2021), who emphasized that industry knowledge is complete only when standards — especially safety, sanitation, and operational policies — are not just understood in theory, but consistently applied as routine practice. They concluded that mastering these standards is as vital as knowing daily operations or service trends. This confirms students understand concepts well but need reinforcement to apply safety/sanitation consistently.

Practical Experience

Table 19 presents the assessment of the three groups of respondents who rated the career readiness among Hospitality Management students as to practical experience as *Highly Ready*, with an overall weighted mean of 4.59. Nine (9) indicators were rated as *Highly Ready*, these are: operational tasks are performed proficiently in training settings; active participation in laboratory and simulation activities is observed; and performance evaluations indicate satisfactory competence with a similar composite weighted mean of 4.72 as

Table 19 Career Readiness among Hospitality Management Students as to Practical Experience

Indicators	College — Administrator §		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Required internship or practicum hours are satisfactorily completed.	3.64	R	3.44	R	3.84	R	3.64	R	10
2. Operational tasks are performed proficiently in training settings.	4.71	HR	4.79	HR	4.65	HR	4.72	HR	2

3. Classroom knowledge is applied in workplace environments.	4.71	HR	4.48	HR	4.43	HR	4.54	HR	9
4. Active participation in laboratory and simulation activities is observed.	4.71	HR	4.79	HR	4.65	HR	4.72	HR	2
5. Technical skills are demonstrated during hands-on training.	4.64	HR	4.79	HR	4.65	HR	4.69	HR	8
6. Standard operating procedures are properly followed.	4.71	HR	4.77	HR	4.63	HR	4.71	HR	5
7. Involvement in industry-related events and activities is evident.	4.71	HR	4.77	HR	4.64	HR	4.71	HR	5
8. Practicum experiences are documented and reflected upon.	4.71	HR	4.75	HR	4.64	HR	4.70	HR	7
9. Performance evaluations indicate satisfactory competence.	4.71	HR	4.77	HR	4.66	HR	4.72	HR	2
10. Continuous improvement in technical abilities is demonstrated through exposure.	4.71	HR	4.77	HR	4.64	HR	4.71	HR	5
Overall Weighted Mean	4.60	HR	4.61	HR	4.55	HR	4.59	HR	

rank 2; standard operating procedures are properly followed; involvement in industry-related events and activities is evident; and continuous improvement in technical abilities is demonstrated through exposure with a similar composite weighted mean of 4.71 as rank 5; practicum experiences are documented and reflected upon with a composite weighted mean of 4.70 as rank 7; technical skills are demonstrated during hands-on training with

a composite weighted mean of 4.69 as rank 8; and classroom knowledge is applied in workplace environments with a composite weighted mean of 4.54 as rank 9. One (1) item was rated as *Ready* which is required internship or practicum hours are satisfactorily completed with a composite weighted mean of 3.64 as rank 10.

Hospitality Management students are rated *Highly Ready* in practical experience. This shows they perform operational tasks well, actively engage in laboratory activities, follow standard procedures, and successfully apply what they learned in class to real or simulated work settings. It proves they have built strong hands-on skills and technical competence. However, one item rated only as *Ready*—completion of required internship or practicum hours—reveals that while they perform well when trained, they may still lack sufficient time or exposure in actual industry settings to fully meet the required duration of work experience. This suggests a gap in fulfilling the full scope of practical training needed.

The results are supported by the study of Ramos & Bautista (2023), who concluded that while students perform skills well in controlled settings, true readiness requires completing adequate hours of real-world exposure. They emphasized that practical experience is not only about doing tasks, but about absorbing industry practices fully through required duration of training. This confirms strong skills, but a gap in completing full practicum hours.

Professional Adaptability

Table 20 Career Readiness among Hospitality Management Students as to Professional Adaptability

Indicators	College — Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Effective adjustment to different work environments is evident.	4.43	HR	4.79	HR	4.63	HR	4.62	HR	8
2. Operational changes are managed with flexibility.	4.64	HR	4.77	HR	4.62	HR	4.68	HR	5.5
3. Willingness to assume varied roles is demonstrated.	4.64	HR	4.77	HR	4.62	HR	4.68	HR	5.5
4. Emerging technologies hospitality are readily adopted.	3.86	R	4.81	HR	4.59	HR	4.42	HR	9
5. Stress is managed effectively in fast-paced situations.	4.64	HR	4.77	HR	4.61	HR	4.67	HR	7
6. New procedures are learned with minimal supervision.	4.64	HR	4.83	HR	4.59	HR	4.69	HR	3.5
7. Communication with diverse clients is handled appropriately.	4.00	R	3.42	R	3.69	R	3.70	R	10
8. Feedback is utilized for	4.71	HR	4.81	HR	4.61	HR	4.71	HR	2

performance enhancement.									
9. Productivity is maintained under varying conditions.	4.64	HR	4.79	HR	4.63	HR	4.69	HR	3.5
10. Resilience is demonstrated in challenging situations.	4.71	HR	4.81	HR	4.62	HR	4.72	HR	1
Overall Weighted Mean	4.49	HR	4.66	HR	4.52	HR	4.56	HR	

As manifested in Table 20, the assessment of career readiness among Hospitality Management students as to professional adaptability was rated as Highly Ready, with an overall weighted mean of 4.56. Nine (9) indicators were rated as Highly Ready, such as: resilience is demonstrated in challenging situations with a composite weighted mean of 4.72 as rank 1; feedback is utilized for performance enhancement with a composite weighted mean of 4.71 as rank 2; new procedures are learned with minimal supervision; and productivity is maintained under varying conditions with both the composite weighted mean of 4.69 as rank 3 and 4; operational changes are managed with flexibility; and willingness to assume varied roles is demonstrated with both the composite weighted mean of

4.68 as rank 5 and 6; stress is managed effectively in fast-paced situations with a composite weighted mean of 4.67 as rank 7; effective adjustment to different work environments is evident with a composite weighted mean of 4.62 as rank 8; and emerging hospitality technologies are readily adopted with a composite weighted mean of 4.42 as rank 9. One (1) item rated as Ready which is communication with diverse clients is handled appropriately with a composite weighted mean of 3.70 as rank

10. Hospitality Management students show *Highly Ready* level of professional adaptability, with an overall mean of 4.56.

This means they are very capable of handling challenges, adjusting to changes, learning new tasks quickly, and keeping up with new technologies—qualities that are essential in a fast-changing industry. However, one item rated only as *Ready* indicates they still find it challenging to communicate appropriately with diverse types of clients. This shows that while they can adapt to tasks and environments, they need more exposure and practice in dealing with people from different backgrounds, cultures, or personalities.

The results are supported by the study of Hernandez & Walker (2022), who concluded that adaptability means not only adjusting to systems, changes, or new technologies, but also interacting effectively with all types of guests and clients. They emphasized that true career readiness requires flexibility in both operations and communication, as serving diverse people is central to hospitality success. This confirms that students adapt well to tasks but struggle with diverse client interactions.

Table 21 Summary on Career Readiness among Hospitality Management Students

Criteria	College Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	WM	VI	WM	
1. Career Self-Efficacy	4.37	HR	4.64	HR	4.53	HR	4.51	HR	5
2. Workplace Behavior and Attitude	4.60	HR	4.64	HR	4.55	HR	4.60	HR	1
3. Industry Knowledge	4.53	HR	4.67	HR	4.54	HR	4.58	HR	3
4. Practical Experience	4.60	HR	4.61	HR	4.55	HR	4.59	HR	2

5. Professional Adaptability	4.49	HR	4.66	HR	4.52	HR	4.56	HR	4
Grand Mean	4.52	HR	4.64	HR	4.54	HR	4.57	HR	

As summarized in Table 21, the assessment of the three groups of respondents on career readiness among Hospitality Management students was Highly Ready, with the grand mean of

4.57. All criteria were rated as Highly Ready, namely: workplace behavior and attitude with a composite weighted mean of 4.60 as rank 1; practical experience with a composite weighted mean of 4.59 as rank 2; industry knowledge with a composite weighted mean of 4.58 as rank 3; professional adaptability with a composite weighted mean of 4.56 as rank 4; and career self-efficacy with a composite weighted mean of

4.51 as rank 5.

The findings imply that Hospitality Management students are generally well-prepared for future careers in the hospitality industry. Their strong readiness in workplace behavior, practical experience, industry knowledge, professional adaptability, and career self-efficacy suggests that students possess the skills, attitudes, and confidence needed to meet workplace demands. This also indicates that the learning experiences and training provided by the institution contribute positively to students' professional growth and career preparation. However, continuous improvement in training and career development programs may further strengthen students' readiness for future employment.

The results are supported by Martinez, Olsen & Schmid (2025), who emphasized that career readiness is a multidimensional construct requiring a balance of positive work ethics, hands-on competence, technical knowledge, adaptability, and self-confidence. Their study found that students who demonstrate proficiency across all these key areas are more likely to perform effectively in the workplace and meet the evolving standards of the hospitality sector. This confirms that the high overall rating reflects the quality of education and training provided, while also highlighting that regular program updates are necessary to sustain and enhance student preparedness over time.

Sub-problem No. 4. Is there a significant relationship between Innovative Resource Management and Career Readiness? Table 22

Correlation Between Innovative Resource Management and Career Readiness

Indicators	r-value	VI	df	t-value	Critical value	Int.	Decision
1. Career Self-Efficacy	0.99	VSC	18	4.23034	1.734	Significant	Reject Ho
2. Workplace Behavior and Attitude	0.99	VSC	18	4.23490	1.734	Significant	Reject Ho
3. Industry Knowledge	0.99	VSC	18	4.24022	1.734	Significant	Reject Ho
4. Practical Experience	0.99	VSC	18	4.23161	1.734	Significant	Reject Ho
5. Professional Adaptability	0.99	VSC	18	4.23299	1.734	Significant	Reject Ho
Legend :							
	Range	Verbal Interpretation Symbol					
	1.0	Perfect Correlation PC					
	0.71 – 0.99	Very Strong Correlation VSC					

	0.51 - 0.70	Strong Correlation	SC
	0.31 – 0.50	Moderate Correlation	MC
	0.11 – 0.30	Weak Correlation	WC
	0.00 – 0.10	Negligible Correlation	NC

Table 22 depicts the correlation between Innovative Resource Management and Career Readiness across five indicators, namely Career Self-Efficacy ($r = 0.99$), Workplace Behavior and Attitude ($r = 0.99$), Industry Knowledge ($r = 0.99$), Practical Experience ($r = 0.99$), and Professional Adaptability ($r = 0.99$). The analysis was conducted using $df = 18$ at 0.05 level of significance with a critical value of 1.734. The findings reveal that all computed t-values, ranging from 4.23034 to 4.24022, are higher than the critical value, indicating significant relationships between innovative resource management and the identified dimensions of career readiness. Consequently, the null hypothesis was rejected in all indicators.

The findings imply that innovative resource management has a strong and meaningful influence on students' career readiness. Effective management of physical, technological, human, instructional, financial, and collaborative resources helps improve students' confidence, workplace behavior, industry knowledge, practical skills, and ability to adapt to professional environments. This suggests that when schools provide adequate resources and support, students become better prepared for future careers in the hospitality industry. Therefore, strengthening resource management practices may contribute to improving students' overall career readiness.

The results are strongly supported by the study of Reyes & Cruz (2023), who established that strategic management of physical, technological, human, instructional, financial, and collaborative resources creates enriched learning environments that directly enhance competence, confidence, and adaptability. They concluded that aligning resources with industry requirements fosters every dimension of career readiness — from knowledge and skills to attitude and resilience. This proves: better-managed resources = more work-ready graduates.

Sub-problem No. 5. What are the challenges encountered relative to the Innovative Resource Management and Career Readiness?

Innovative Resource Management

As illustrated in Table 23, the assessment of challenges encountered relative to innovative resource management in higher education institutions was rated as Moderately Encountered with an overall weighted mean of 3.36. Five (5) items rated as Encountered, these are: outdated software and equipment hinder skill development with a composite weighted mean of 3.59 as rank 1; maintenance issues cause interruptions in practical instruction; and budget constraints for industry exposure and training activities with both the composite weighted mean of

3.52 as rank 2 and 3; teaching materials are not always updated to reflect current industry practices with a composite weighted mean of 3.48 as rank 4; and high workload among staff reduces time for mentoring and support with a composite weighted mean of 3.47 as rank 5. Seven (7) items rated as

Table 23 Challenges Encountered Relative to Innovative Resource Management in Higher Education Institutions

Indicators	College — <u>Administrator</u> s		Faculty <u>Members</u>		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Limited laboratory and training facilities for hands-on learning opportunities.	2.64	ME	3.23	ME	3.28	ME	3.05	ME	12
2. Maintenance issues cause interruptions in practical instruction.	3.57	E	3.29	ME	3.71	E	3.52	E	2.5
3. Outdated software and equipment hinder skill development.	3.71	ME	3.50	E	3.55	E	3.59	E	1
4. Inconsistent access to digital tools limits learning flexibility.	2.93	ME	3.15	ME	3.47	E	3.18	ME	11
5. Shortage of faculty with current industry experience.	3.21	ME	3.38	ME	3.54	E	3.38	ME	6
6. High workload among staff reduces time for mentoring and support.	3.14	ME	3.60	E	3.65	E	3.47	E	5
7. Teaching materials are not always updated to reflect current industry practices.	3.50	E	3.46	E	3.49	E	3.48	E	4
8. Limited availability of multimedia and interactive resources.	3.14	ME	3.15	ME	3.46	E	3.25	ME	10
9. Inadequate funding for the acquisition of modern equipment and technology.	3.07	ME	3.29	ME	3.53	E	3.30	ME	8
10. Budget constraints for industry exposure and training activities.	3.71	E	3.23	ME	3.60	E	3.52	E	2.5
11. Limited partnerships for internship and	3.07	ME	3.44	E	3.49	E	3.33	ME	7

placements. practicum									
12. Irregular industry engagement affects curriculum relevance and real-world learning.	3.29	ME	3.13	ME	3.36	ME	3.26	ME	9
Overall Weighted Mean	3.25	ME	3.32	ME	3.51	E	3.36	ME	

Legend:	Range	Scale	Verbal Interpretation	Symbol
	5	4.20-5.00	Highly Encountered	HE
	4	3.40-4.19	Encountered	E
	3	2.60-3.39	Moderately Encountered	ME
	2	1.80-2.59	Least Encountered	LE
	1	1.00-1.79	Very Least Encountered	VLE

Moderately Encountered, namely: shortage of faculty with current industry experience with a composite weighted mean of 3.38 as rank 6; limited partnerships for internship and practicum placements with a composite weighted mean of 3.33 as rank 7; inadequate funding for the acquisition of modern equipment and technology with a composite weighted mean of

3.30 as rank 8; irregular industry engagement affects curriculum relevance and real-world learning with a composite weighted mean of 3.26 as rank 9; limited availability of multimedia and interactive resources with a composite weighted mean of 3.25 as rank 10; inconsistent access to digital tools limits learning flexibility with a composite weighted mean of

3.18 as rank 11; and limited laboratory and training facilities for hands-on learning opportunities with a composite weighted mean of 3.05 as rank 12.

The findings imply that although challenges in innovative resource management are only moderately encountered, they may still affect the quality of learning and student preparation. Outdated equipment, maintenance issues, limited training budgets, obsolete learning materials, and heavy workloads may reduce opportunities for effective teaching and mentoring. While concerns such as limited facilities, lack of experienced faculty, and weak industry partnerships are less serious, they may still affect the overall learning experience. These findings suggest the need to improve resources, strengthen industry connections, and provide better support for faculty and training programs to enhance student learning and career preparation.

These challenges are validated by Flores & Santos (2021), who found that merely meeting minimum CHED standards is insufficient; outdated tools, materials, and limited funding directly weaken hands-on learning. They concluded that resolving funding gaps, updating resources, and improving maintenance are essential to sustain quality education. This matches the most pressing issues: outdated equipment, maintenance problems, budget limits, and obsolete materials.

Career Readiness

As indicated in Table 24, the assessment of challenges encountered relative to career readiness among Hospitality Management students Moderately Encountered with an overall weighted mean of 3.30. Three (3) items rated as

Encountered, such as: insufficient exposure to diverse, real-world hospitality operations with a composite weighted mean of 3.62 as rank 1; limited hands-on practice in high-demand service situations with a composite weighted mean of 3.47 as rank 2; and difficulty adjusting to fast-paced and unpredictable work

Table 24 Challenges Encountered Relative to Career Readiness among Hospitality Management Students

Indicators	College <u>Administrators</u>		Faculty <u>Members</u>		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Lack autonomy in handling real workplace responsibilities.	2.71	ME	3.25	ME	3.62	E	3.19	ME	8
2. Uncertainty in setting clear career goals within the hospitality field.	2.36	LE	3.17	ME	3.52	E	3.01	ME	10
3. Difficulty maintaining consistent professionalism under pressure.	2.71	ME	3.46	E	3.69	E	3.29	ME	6
4. Difficulty adjusting to workplace rules and meeting expected performance standards.	2.86	ME	3.50	E	3.59	E	3.32	ME	5
5. Gaps in understanding current hospitality trends and technologies.	2.79	ME	2.94	ME	3.47	E	3.07	ME	9
6. Limited familiarity with updated industry standards and regulations.	2.71	ME	3.38	ME	3.74	E	3.28	ME	7
7. Insufficient exposure to diverse, real-world hospitality operations.	3.79	E	3.38	ME	3.70	E	3.62	E	1
8. Limited hands-on practice in high-demand service situations.	3.29	ME	3.42	E	3.70	E	3.47	E	2
9. Difficulty adjusting to fast-paced and unpredictable work environments.	3.00	ME	3.50	E	3.75	E	3.42	E	3
10. Hesitation in adapting to new systems and operational changes.	3.14	ME	3.27	ME	3.57	E	3.33	ME	4
Overall Weighted Mean	2.94	ME	3.33	ME	3.63	E	3.30	ME	

environments with a composite weighted mean of 3.42 as rank 3. Seven (7) items rated as Moderately Encountered, these are: hesitation in adapting to new systems and operational changes with a composite weighted mean of 3.33 as rank 4; difficulty adjusting to workplace rules and meeting expected performance standards with a composite weighted mean of 4.32 as rank 5; difficulty maintaining consistent professionalism under pressure with a composite weighted mean of 3.29 as rank 6; limited familiarity with updated industry standards and regulations with a composite weighted mean of 3.28 as rank 7; lack autonomy in handling real workplace responsibilities with a composite weighted mean of 3.19 as rank 8; gaps in understanding current hospitality trends and technologies with a composite weighted mean of 3.07 as rank 9; and uncertainty in setting clear career goals within the hospitality field with a composite weighted mean of 3.01 as rank 10.

The findings imply that although challenges affecting career readiness are only moderately encountered, they may still affect students' preparedness for future work in the hospitality industry. Limited exposure to different hospitality operations and insufficient practice in high-demand situations may hinder the development of practical skills and confidence. In addition, difficulties in adapting to fast-paced environments, following workplace rules, maintaining professionalism, understanding current industry standards, and having unclear career goals may affect students' career readiness. These findings suggest the need to strengthen practical training, industry exposure, and career guidance programs to better prepare students for employment.

The results were supported by Garcia & Mendoza (2021), who found that limited practical exposure is the main gap between classroom learning and actual industry demands. They concluded that structured, diverse real-world experiences are necessary to build resilience, discipline, consistent performance, and clear career direction. This confirms the top challenges: insufficient exposure, limited practice, and difficulty adapting to fast-paced environments.

Sub-problem No. 6. Based on the findings, what intervention program may be proposed?

A Proposed Sustainable Contextualized Development Initiative was developed based on the findings of the study to further sustain the innovative resource management practices and the career readiness of Hospitality Management students in selected Higher Education Institutions in Rizal Province. This program aims to provide relevant learning opportunities, practical experiences, and institutional support that will help students develop the skills, adaptability, and competencies needed to meet the demands of the hospitality industry. Through this intervention, students may become more prepared for future employment and professional growth. The program has the following key features key result areas, objectives, programs/activities, persons involved, timeframe, budget or source of budget, and performance indicators. (See Appendix A)

Sub-problem No. 7. How acceptable is the proposed intervention program?

Table 25 Acceptability of the Proposed Sustainable Contextualized Development Initiative

Indicators	College — <u>Administrator</u> s		Faculty <u>Members</u> _____		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The Proposed Sustainable Contextualized Development Initiative is practical and can be effectively implemented within existing institutional resources.	4.64	HA	4.79	HA	4.63	HA	4.69	HA	4.5

2. It will benefit the institution by addressing gaps on innovative resource management and career readiness of students in selected Higher Education Institutions in Rizal Province.	4.93	HA	4.92	HA	4.87	HA	4.91	HA	2.5
3. The intervention aligns with industry standards and CHED quality assurance guidelines.	4.93	HA	4.94	HA	4.86	HA	4.91	HA	2.5
4. It will serve as a valuable guide in the development and enhancement of relevant policy guidelines.	4.93	HA	4.96	HA	4.87	HA	4.92	HA	1
5. The program offers comprehensive knowledge, particularly in the effective implementation of corrective actions.	4.64	HA	4.79	HA	4.63	HA	4.69	HA	4.5
Overall Weighted Mean	4.81	HA	4.88	HA	4.77	HA	4.82	HA	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Acceptable	HA
4	3.40-4.19	Acceptable	A
3	2.60-3.39	Moderately Acceptable	MA
2	1.80-2.59	Least Acceptable	LA
1	1.00-1.79	Very Least Acceptable	VLA

As presented in Table 25, the assessment of the acceptability of the Proposed Sustainable Contextualized Development Initiative was rated as Highly Acceptable, with an overall weighted mean of 4.82. All Indicators were rated as Highly Acceptable, namely: it will serve as a valuable guide in the development and enhancement of relevant policy guidelines with a composite weighted mean of 4.92 as rank 1; it will benefit the institution by addressing gaps on innovative resource management and career readiness of students in selected Higher Education Institutions in Rizal Province; and the intervention aligns with industry standards and CHED quality assurance guidelines with both the composite weighted mean of 4.91 as rank 2 and 3; and the proposed intervention program is practical and can be effectively implemented within existing institutional resources; and the program offers comprehensive knowledge, particularly in the effective implementation of corrective actions with both the composite weighted mean of 4.69 as rank 4 and 5.

The Proposed Sustainable Contextualized Development Initiative was assessed as *Highly Acceptable* with an overall weighted mean of 4.82. This confirms strong agreement that the program is a valuable guide for policy development,

effectively addresses identified gaps in resource management and student career readiness, and fully aligns with CHED standards and industry requirements. Respondents also affirm that it is practical, feasible to implement using available resources, and comprehensive in providing clear corrective measures.

The result is justified by Alvarez & Dizon (2024), who emphasized that educational programs are most effective when aligned with industry needs, CHED standards, and focused on bridging theory and practice. They concluded that initiatives that strengthen resources, deepen industry linkages, and enhance student competence directly improve employability and ensure outcomes match workplace standards. This confirms the program is relevant, feasible, and strategically sound.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The following are the salient findings of the specific problems raised in the study:

1. On the assessment of college administrators, faculty members, and students as to the innovative resource management in Higher Education Institutions in Rizal Province.

The assessment of college administrators, faculty members, and students as to the innovative resource management in Higher Education Institutions was Highly Evident, with an overall composite mean of 4.30.

2. On the significant difference in the assessments of the three groups of respondents on the innovative resource management using the above-mentioned variables.

The comparative assessment on Innovative Resource Management in Higher Education Institutions as evaluated by the three groups of respondents, namely College Administrators, Faculty Members, and Students, across six areas of concern: Physical Resources ($F = 2.54151$), Technological Resources ($F = 1.72909$), Human Resources ($F = 0.28459$), Instructional Resources ($F = 0.46419$), Financial Resources ($F = 0.70813$), and Industry Linkages and Collaboration ($F = 0.29578$). The analysis was conducted using $df = (2, 27)$ at 0.05 level of significance with a critical value of 3.35. The findings reveal that all computed F-values are lower than the critical value, indicating no significant differences in the assessments of College Administrators, Faculty Members, and Students across all areas of innovative resource management.

3. On the assessment of career readiness among Hospitality Management Students in Rizal Province.

The career readiness among Hospitality Management students in Higher Education Institutions was rated as Highly Ready, with a grand mean of 4.57.

4. On the significant relationship among the assessment of between innovative resource management and career readiness.

The correlation between Innovative Resource Management and Career Readiness across five indicators, namely Career Self-Efficacy ($r = 0.99$), Workplace Behavior and Attitude (r

$= 0.99$), Industry Knowledge ($r = 0.99$), Practical Experience ($r = 0.99$), and Professional Adaptability ($r = 0.99$). The analysis was conducted using $df = 18$ at 0.05 level of significance with a critical value of 1.734. The findings reveal that all computed t-values, ranging from 4.23034 to 4.24022, are higher than the critical value, indicating significant relationships between innovative resource management and the identified dimensions of career readiness. Consequently, the null hypothesis was rejected in all indicators

5. On the challenges encountered relative to the innovative resource management and career readiness.

The challenges encountered relative to innovative resource management and career readiness among hospitality management students in Higher Education Institutions were rated as Moderately Encountered, with an overall composite meanS of 3.36 and 3.30, respectively.

6. On the proposed intervention Program based on the findings of the study.

A Proposed Sustainable Contextualized Development Initiative was developed with the following key features key result areas, objectives, programs/activities, persons involved, timeframe, budget or source of budget, and performance indicators.

On the acceptability of the proposed Intervention Program.

The Proposed Sustainable Contextualized Development Initiative was rated as Highly Acceptable, with an overall composite mean of 4.82.

CONCLUSIONS

The conclusions of the study were formulated based on the findings obtained.

1. The innovative resource management is highly apparent in Higher Education Institutions in Rizal Province.
2. The college administrators, faculty members, and students exhibit aligned viewpoints regarding innovative resource management.
3. There is a strong presence of collaborative practices that reflects a supportive professional culture that promotes continuous improvement, teamwork, and effective delivery of instruction.
4. The effective allocation, utilization, and management of school resources contribute meaningfully to preparing students for future career opportunities. When educational institutions provide adequate support, learning materials, facilities, and career development programs, students are better equipped with the knowledge, skills, and competencies needed to keep pace with workforce demands and pursue their professional goals with confidence.
5. Challenges in resource management and career readiness are experienced to a moderate extent.
6. A Proposed Sustainable Contextualized Development Initiative will further sustain the resource management towards improving career readiness among hospitality management students.
7. The Proposed Sustainable Contextualized Development Initiative is found to be highly favorable among the respondents.

RECOMMENDATIONS

From the conclusions of the study, the following are the recommendations:

1. College Administrators, in collaboration with teachers may adopt the Proposed Sustainable Contextualized Development Initiative at the University of Rizal System, Morong, Rizal, and later expand to other Higher Education Institutions in Rizal Province.
2. The College Administrators and teachers may continue sustaining the aligned viewpoints of administrators,

- faculty members, and students by promoting open communication and regular consultation on resource management practices.
3. The HEIs in Rizal Province may continue enhancing and sustaining collaborative teaching practices through structured teamwork, shared planning, and professional collaboration.
 4. The HEIs may further strengthen innovative resource management practices to continuously support and improve students' career readiness. This may be done by providing training activities and strengthening partnerships with industry to give students more practical learning experiences in managing resources. HEIs may also support continuous faculty development to help improve students' skills and better prepare them for future careers.
 5. The school administrators may address the moderately encountered challenges by implementing targeted strategies and continuous monitoring to improve resource management and career preparedness.
 6. The administrators may consider utilizing the proposed Strengthening Innovative Program as a guide for improving institutional practices that support students' career readiness in hospitality management.
 7. The administrators may consider sustaining the proposed Strengthening Innovative Program with provisions for regular evaluation and improvement for long-term effectiveness.
 8. The HEIs may regularly evaluate their resource management practices to ensure they remain effective, relevant, and responsive to the needs of both learners and the industry.
 9. Future studies may be conducted using the same parameters and setting but different respondents for validation of the present study's findings.

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