



## Readiness of Hospitality Management Students on their On-the-job Training

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### Abstract

On-the-job training is one of the requirements for graduating students. This guides the students to identify their knowledge, competence, and readiness towards having their chosen field and specialization. The purpose of this study is to identify the level of readiness of fourth-year (4th) BS Hospitality Management students of Iloilo Science and Technology University—Miagao Campus during the first semester of the academic year 2021–2022. The study employed a descriptive survey method. Findings revealed that when taken as a whole, the respondents were partially ready for their internship. When classified, the findings revealed that there is no significant difference in the level of readiness of fourth (4th) Year BS Hospitality Management students as to class section and family monthly income, but a significant difference when it comes to sex and academic performance. Class section and family monthly income cannot affect their readiness for on-the-job training. Students can still be ready for his/her internship regardless of what group he/she belong to, and since the respondents are beneficiaries of a "Free Tuition Program," they can use this as one of the means to sustain their needs aside from working. Thus, for these variables, the null hypothesis of this study is accepted.

On the other hand, the results show that sex and academic performance affect students' readiness on their on-the-job training. Sexuality in the hospitality workplace seeks specific activities and/or roles to be performed, especially when it comes to hard skills in kitchen and dining, and soft skills for personal and actual front services. While on academic performance, most of the attentive and top students are worrier and are concerned with their internship grades as this is one of the basis to define their academic ranking. This will be their motivation to be ready and perform well during their internship, as it is one of the major criteria next to research study. While good and fair- rated students are being contented with their neutral and tolerable academic performance as long as they can pass and finish their degree. The level of their readiness depends on their academic goals and/or purpose. With this, for the variables sex and academic performance, the null hypothesis for this study is rejected.

As suggested, the students must develop more skills towards different competencies as part of the curriculum. They need it to also excel in different parts of life as a student and as an individual. They should understand that handling academic performance together with real world skills is best for them as they can put theories into realities someday if they will be working with their respective fields. They can have these through enrolling in short courses and skills trainings from various organizations or institutions

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## **1. Introduction**

### **1.1 Background of the Study**

The change of life stages from a student to being a professional is not always very simple. Students have to face many challenges when they enter into professional life. Specially, at this trying times of pandemic, students endure and experience difficulties and challenges when it comes to their interpersonal perspectives and readiness about doing tasks and activities outside. They need to adjust themselves according to the professional environment and the nature of the Industry that they will work into. Global competitiveness in hospitality industry demands a lot from the graduates as with their preparedness in their chosen field of work. In order to prepare graduates to work in hospitality industry, every institution have the obligations to offer trainings and quality education for this said program in order to develop and guide them to become competitive individuals. Their preparedness will make them qualified to enter not only local establishments but also the international industry (Schoffstall, 2018).

When graduates are easily employed with readiness and good performance in their field of specialization, this shows that the institution has provided academic quality to them. Also, students need enough time and prior adjustments to this present situation where most school activities are through online. If students are having a hard time in adjusting their capabilities and skills, it is difficult for them to be in internship programs and training actualizations. On-the-job training and internship is an opportunity for graduating students for them to upgrade their theoretical learnings, skills, and to experience the actual working scenarios in the industry. This is a compliance before they graduate to complete their course. This is also one of the means for universities and schools to further improve their teaching styles, training plans and curriculum. As cited in an article from Valamis (2022), on-the-job training (OJT) is a practical approach to acquiring new competencies and skills needed for a job in a real, or close to real, working environment. It is often used to learn how to use particular tools or equipment in a live-work practice, simulated, or training environment.

For students, on-the-job training is an experience of practical work. As companies prefer those business graduates who have required skills and practical knowledge, on-the-job training supplies valuable employees and competent job applicants to the companies, as long as they have excellent and admirable performance during their internship. As internship is more on traditional actualization, students need to take it as an opportunity to further strengthen their skills and knowledge, through cooperation with the university's plans and changes in educational program. The researchers conducted this study to assess the level of readiness of 4th Year BS Hospitality Management students on their on-the-job training. The results of this study will help the university to provide changes and improvements to on-the-job training programs together with their stakeholders and industry partners.

### **1.2 Statement of the Problem**

This study is conducted to determine the readiness of 4th Year Bachelor of Science in Hospitality Management students on their on-the-job-training. Specifically, this study aimed to answer the following questions:

1. What is the profile of the respondents?

2. What is the level of readiness of 4th Year Bachelor of Science in Hospitality Management students on their on-the-job training when taken as a whole and classified according to section, sex, family monthly income and academic performance?

3. Is there a significant difference on the level of readiness of Hospitality Management student on their on-the-job training when classified according to section, sex, family monthly income and academic performance?

### Hypothesis

There is no significant difference on the level of readiness of 4th year Hospitality Management students on their on-the-job training when classified according to section, sex, family monthly income and academic performance

### 1.3 Theoretical Framework of the Study

This study is anchored on the Bandura's Self- efficacy Theory or the SET (1977). This is a subset of Bandura's Social Cognitive Theory which explains that students' feelings about their ability to perform and to achieve expected outcomes. According to this theory, self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments and it reflects confidence ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and likelihood of attaining particular levels of behavioral performance. The self-efficacy theory holds is that people are likely to engage in activities to the extent that they perceive themselves to be competent.

This theory is beneficial to the aims of this study since the subject determines the readiness and ability of the students to perform and achieve tasks related to their on-the-job training. This is all about positive implications resulting to positive outcomes and vice versa. Positive energy gives positive confidence and applications while negativity will result to negative outcomes. Moreover, if students make motivations like self-evaluations and personal or home based trainings, confident perceptions about achieving internship excellence, inner confidence, and daily practice, they will achieve their expectations and outcomes of their works based on the psychological being of this theory.

### 1.5 Conceptual Framework of the Study

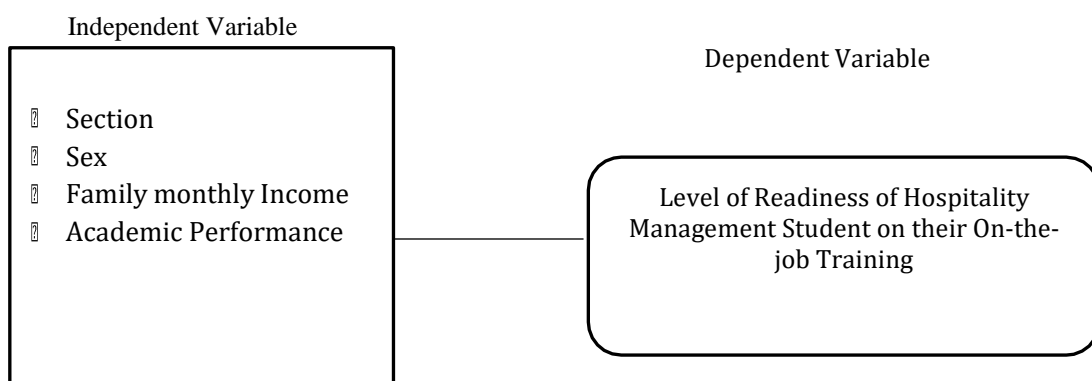


Fig1. Schematic Diagram of the Study

The paradigm shows the independent variables and dependent variable of the study. For independent variable, it includes classroom section, family income, sex, and academic performance of the 4th Year Bachelor of Science in Hospitality Management students. On the other hand, the dependent variable in this study is the level of readiness of 4th Year Bachelor of Science in Hospitality Management students on their on-the-job training.

## 1.6 Scope and Delimitation of the Study

This descriptive study was conducted among the 4th Year Bachelor of Science in Hospitality Management students of Iloilo Science and Technology University Miagao Campus. The researchers assessed their level of readiness on their on-the-job training for the first semester academic year 2021-2022 considering respondent's class section, family monthly income, sex and academic performance. A total of 148 respondents and 140 among them was selected by the researchers. The researchers also transmitted the validated questionnaire using Google Forms and it was distributed to the respondents through Messenger Application to avoid personal contacts as in accordance to University's health protocols and guidelines.

## 1.7 Significance of the Study

The result of this study, "Readiness of Hospitality Management Students on their On-the-job Training" is beneficial to the following entities:

Hospitality Management Students. This study intends to help the students determine their readiness for their internship. This will also help them to improve their skills and enhance their capabilities through this study's findings and suggestions.

Hospitality Management Faculty. This study will help them to track their students' performance and further assess what's lacking in educational instructions and curriculum making.

Student Internship Program (SIP) Supervisor. This study will be one of their means to evaluate the students' readiness for their internship. This will help them further improve their management skills. They can also have some ideas on whether they will provide additional learning materials or not.

Hospitality Industry. To ensure that their interns can provide excellent and standardized services to their guests through the skills and training actualization's acquire during the internship.

Future Researchers. They could use this study as a source of information that is relevant to their topic of choice for a research study.

## 2. Research Methods

This study used the descriptive method of investigation. From the definition of Siedlecki (2020), "descriptive research" is a research method that describes the characteristics of the population or phenomenon being studied. This methodology focuses more on the "what" of the research subject than the "why" of the research subject.

In order to justify and fulfill the study's aims, the researchers in this study made a concerted effort to find solutions to the aforementioned problem. Furthermore, this study ascertained the level of readiness of 4th Year Bachelor of Science in Hospitality Management students on their on-the-job training.

### Respondents of the Study

The respondents of this study were the fourth (4th) Year Bachelor of Science in Hospitality Management students of Iloilo Science and Technology University Miagao Campus, during first semester A.Y. 2021-2022. A sample of 140 students were randomly selected from the total population which is 148. Purposive sampling was used for the selection of the respondents while Man-Whitney u test and Kruskal Wallis test was used to derive the statistical results with a 95 % confidence level, and 5% errors. The proportional allocation was show for transparency in Fig 2 below.

*Fig 2. Respondents' Sections, Samples and Percentage Allocation*

	Population (N)	Number of Samples (n)	Proportional Allocation (%)
Total:	148	140	95%

## **Data Gathering Instrument**

The researchers made an assessment survey questionnaire which was validated by the respective validators who are experts in their field before it was distributed to the respondents for the conduct of the study. The instrument

was evaluated using Good and Scates (1972) criteria for validation, to measure the truthfulness and validity of the instrument. The questionnaire reached the respondents via Google form which was made and monitored by the researchers for recording of responses and data keeping. The survey questionnaire has statements that are answered by marking the selected choice with a check (✓). It contains two parts. Part 1 is about the personal data of the respondents which includes their name, course, year and section, family monthly income and their General Weighted Average (GWA), and Part 2 is about their competencies which includes Food and Beverage services, Housekeeping, Culinary, Front Office, and their Soft Skills. These elements identify the level of readiness of the respondents on their on-the-job training based on different statistical criteria, levels and measures.

The questionnaire used the 5-point Likert Scale to assess readiness levels, which were then transcribed into numerical and descriptive terms as follows: 5-Strongly Agree (Ready), 4-Agree (Partially Ready), 3-Neutral (Approaching Readiness), 2-Disagree (Developing Readiness), 1-Strongly Disagree (No Readiness).

## **Data Gathering Procedures**

The researchers first conducted a random survey about the expectations, challenges, and difficulties that Fourth (4th) Year Bachelor of Science in Hospitality Management students might experience during their on-the-job training. The responses from these people were used as one of the bases for forming questions for the survey questionnaire. They also gathered their respondents using a formula to ensure an equal selection and sample percentage.

Before the distribution of the questionnaire, the researchers sought approval and suggestions from the respective panelists. Also, a letter of permission was sent to the Campus Administrator and the Hospitality and Business Management Program Coordinator to seek approval for the study to be conducted among the Fourth (4th) Year Bachelor of Science in Hospitality Management students of ISATU Miagao Campus. The researchers administered the evaluation after obtaining the needed approval.

The researchers clearly stated and explained the directions of the questionnaire to the respondents. The researchers gave the assurance that all the responses of the respondents would be kept confidential and used only for the purpose of the study.

## **Data Processing Techniques**

The researchers recorded the ratings gathered from the respondents. The gathered data were treated accordingly, with the use of mean for interpretation.

The researchers used the Mann-Whitney U-test and the Kruskal-Wallis test with a 95% confidence level and errors set at 0.05 to determine the level of readiness of fourth-year Bachelor of Science in Hospitality Management students on their on-the-job training.

## **3. Result and Discussion**

This chapter presents the data analysis and interpretation. The following results are presented in the following tables as shown below.

*Fig 3. Profile of the Respondents as Categorized to Sex, Section, Family Monthly Income and Academic*

*Performance*

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Characteristics	n
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Sex	
Male	22
Female	118
Section	
A	37
B	35
C	34
D	34
Family Monthly Income	
1 ₱45,001.00 and above	0
2 ₱35,001.00 to ₱45,000.00	2
3 ₱25,001 to ₱35,000.00	9
4 ₱15,001 to ₱25,000.00	22
5 Below ₱15,000.00	107
Academic Performance	
(General Weight Average (GWA)	
in percentage form) for 1 <sup>st</sup> Semester. AY 2021-2022)	
91- 95	12
86-90	118
81-85	10
76-80	0
TOTAL	140

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As shown in Fig 3, there were 140 Fourth (4th) Year Bachelor of Science in Hospitality Management students who served as respondents, of whom 22 are male and 118 are female. This was one of the variables in the study, which was sex. In this case, the data shows that the majority of the respondents are female.

With regards to their section, there were four (4) sections where 140 respondents came from. For the allocation, Bachelor of Science in Hospitality Management 4A has the most respondents, with a total of 37,

followed by Bachelor of Science in Hospitality Management 4B with 35, and Bachelor of Science in Hospitality Management 4C and D with 34 respondents. The number of students and their percentage in all four (4) sections are thought to be closely related, with only a 1–2 difference. This means that the distribution of the respondents is closely equal when it comes to data gathering based on the distribution of the respondents.

The table shows that the majority of respondents have below ₱15,000 monthly income, which is represented by 107 of the total respondents, followed by 22 who have between ₱15,001 and ₱25,000 monthly income and 9 who have between ₱25,001 and \$ 35,000 monthly income, while the minority, which is 2 of the population, have between ₱35,001 and ₱45,001 monthly income, and there were no respondents who have above ₱45,001 monthly income. With the details above, the majority of the respondents are still considered taxable at the marginal tax rate. As with Philippine Statistics, having a monthly income of \$15,000 or less means that you have a well-planned budget and are far from the average income rate of Filipinos, according to the 2015 Family Income and Expenditure Survey (FIES), which states that a monthly income of ₱22,000 or more is the national average for Filipinos.

For their academic performance, 118 of the respondents have a GWA of 86–90%, followed by 12 who have 91–95%; the minority, which is 10 students in the population, has 81–85%; and there are no students who have a GWA of 76–80%. According to the interpretations of the results, the respondents are partially ready for their on-the-job training. Most of them have a tolerable and honorable average, while a few have a passing average, which is enough for them to be qualified for on-the-job training. Also, there were no failing or incompetent students, as shown above.

In an article from "Select Statistical Services" Litter (2015) said that there are lots of things that can affect how well the sample reflects the population and therefore how valid and reliable the conclusions will be. She further introduced some of the key concepts that should be considered when conducting a survey. These are the results of an equal selection of respondents and are affected based on confidence levels, margins of error, power, and effect sizes.

*Fig 4. Level of Readiness of Hospitality Management Students on their On-the-Job Training as Categorized to Section, Sex, Family Monthly Income and Academic Performance*

Variable	<i>N</i>	<i>M</i>	Description
As a Whole	140	3.74	Partially Ready

Fig 4 presents the results that show the level of readiness of Fourth (4th) Year Bachelor of Science in Hospitality Management Students on their On-the-Job Training. As a whole, the respondents have a mean of (3.74) and a standard deviation of (.397), In general, the respondents are partially ready to face the challenges, tasks, and activities of their on-the-job training.

*Fig 5. Level of Readiness of Hospitality Management Students on their On-the-Job Training as Categorized to Section*

Variable	<i>N</i>	<i>M</i>	Description
Section			
A	37	3.68	Partially Ready
B	35	3.79	Partially Ready
C	34	3.77	Partially Ready
D	34	3.70	Partially Ready

When respondents are distributed by their respective sections, the results show that the Fourth (4th) Year Bachelor of Science in Hospitality Management section B has the highest mean and standard deviation (M=3.79). It is followed by Bachelor of Science in Hospitality Management 4C with a mean of (3.77), Bachelor of Science in Hospitality Management 4D with (M=3.70), and lastly the Bachelor of Science in Hospitality Management 4A with (M=3.68).

These tabulations show that the community circle a student engages with has some influence on their behavior, academic outlooks and perceptions, eagerness and fulfillment about their respective activities or academic engagements, and drives their expectations. Students who have hardworking and academically responsible engagements tend to feel confident and will initiate more efforts to work on things they lack or their weaknesses, while on the contrary, students who are labeled as "street smart," "moderate," and/or with different engagements tend to be content with what they can have considering their academic records. Thus, all these factors influence how each section performs or deals with the level of students' readiness during their on-the-job training or internship, and generally, all sections above are partially ready.

*Fig 6. Level of Readiness of Hospitality Management Students on their On-the-Job Training as Categorized to Sex*

Variable	N	M	Description
<b>Sex</b>			
Female	118	3.73	Partially Ready
Male	22	3.80	Partially Ready

Fig 6 shows that male students have the highest mean (M = 3.80) and female students have the lowest (M = 3.73). Men are more dominant and adventurous than women when it comes to responsibilities and skill-related tasks, and can easily handle heavy loads of work and stress (e.g., restaurant activities, utilities, equipment operations, carrying heavy loads, hard labor, etc.), where we all know that these tasks are present when working in the hospitality and tourism industry. Although this scenario is expected, women nowadays also adapt to this trend and try to be efficient and empower.

Darioly (2019) noted a statement from Julia Campbell, the founder of Women in Hospitality, according to which women made up 55.5 % of the workforce in hospitality industry in 2017.

A recent report by the Castell Project (2021) shows that women hold 23 percent of hospitality company board seats, 22 percent of C-suite positions, and only one out of 31 CEO positions.

*Fig 7. Level of Readiness of Hospitality Management Students on their On-the-Job Training as Categorized to Monthly Income*

Variable	N	M	Description
<b>Family Monthly Income</b>			
₱35,001-₱45,000	2	3.67	Partially Ready
₱25,001-₱35,000	11	3.75	Partially Ready
₱15,001-₱25,000	22	3.91	Partially Ready
Below ₱15,000	105	3.71	Partially Ready



Fig 7 shows that students from families earning 15,000 to 25,000 had the highest mean and standard deviation ( $M = 3.91$ ), followed by families earning ₦25,001 to ₦35,000 ( $M = 3.75$ ) and those earning 5,000 or less ( $M = 3.71$ ).

Since students are enrolled in a state institution or university, they are considered beneficiaries of the "Free Tuition Program for State Colleges and Universities." This is one of the factors that helps parents bear the burden of educational expenses and other extra costs. Thus, parents will use portions of their income to only provide allowances and/or other miscellaneous fees for their children. Also, there were Fourth (4th) Year students who are scholarship grantees from the university and other sponsoring institutions, which helps them to support their own educational, personal, and financial needs. Aside from monetary aspects, there are students who are taking part-time jobs and doing extra work to support their studies. This provides them with job realizations and outside experiences that they can use for their internship. These are the reasons why the respondents were all partially ready for their on-the-job training even though their family income varied differently from one another.

A statement from Coursera (2022) suggests that the best part-time jobs for college students should be flexible, convenient, and pay well depending on the position. When choosing a part-time job to help pay for college, a student must also consider the school schedule and any experience that can help him or her get hired for an internship or future jobs.

*Fig 8. Level of Readiness of Hospitality Management Students on their On-the-Job Training as Categorized to Academic Performance*

Variable	<i>N</i>	<i>M</i>	Description
Academic Performance			
Outstanding	12	4.20	Partially Ready
Good	118	3.73	Partially Ready
Fair	10	3.27	Partially Ready

Fig 8 presents that, for students' academic performance (based on the General Weighted Average), outstanding students whose average ranges from 91% to 95% have the highest mean and standard deviation ( $M=4.20$ ). Following that are highly rated students with an average range of 86% to 90% ( $M = 3.73$ ) and fair students with an average range of 81% to 85% ( $M = 3.27$ ).

This implies that academic performance affects students' readiness and their ways of handling school-related circumstances. Their grades motivate them to maintain their academic standings and rankings. Students are more hands-on to complete this subject matter, similar to on-the-job training, because this is one of the most important implications for completing their degree aside from their research or thesis study. Students who tend to be outstanding are more responsible and prepared for their internship. They are practicing in their homes, reviewing their notes, attending different internship webinars, etc. They are maximizing their efforts to the fullest extent possible to maintain their academic performance through the completion of their on-the-job training and have received outstanding ratings from their establishment's supervisors and internship advisers. While good and fair-rated students are content with their neutral and tolerable academic performance. They are not interested in becoming one of the top students in their class, but rather in remaining in the middle, passing the subjects, and participating in extracurricular activities; they are using their skills and work experiences to deal with their internship and to meet their school and educational requirements; and the majority of these students are working students and/or part-timers, so they do not feel any pressure or expectations from their circle and/or families. Since outstanding, good, and fair ratings are all passing grades

based on percentage equivalents, the findings above show that respondents are partially ready and qualified to take their on-the-job training regardless of their academic performance.

Fig 9. Difference on the Level of Readiness of Hospitality Management Students on their On-the-job Training According to Sex, Section, Family Income, and Academic Performance

Variable		Readiness	Description
<b>Sex</b>			
Female and Male	Mann Whitney U Wilcoxon W2	.28 943	<i>Significant</i>
	Z	.866	
	Asymp. Sig (2-tailed)	.000	
<b>Section</b>			
A	Chi-Square	1,068	<i>Not Significant</i>
B	Df	3	
C	Asymp. Sig.	.785	
D			
<b>Family Monthly Income</b>			
₱35,001-₱45,000	Chi-Square	4.941	<i>Not Significant</i>
₱25,001-₱35,000	Df	3	
₱15,001-₱25,000	Asymp. Sig.	.176	
Below ₱5,000			
<b>Academic Performance</b>			
Outstanding	Chi-Square.	28 943	<i>Significant</i>
Good	Df	2	
Fair	Asymp. Sig.	.000	

Fig 9 shows a significant difference in the level of readiness of fourth-year (4th) Bachelor of Science in Hospitality Management students for on-the-job training based on gender, section, family income, and academic performance using the Mann-Whitney U-test and Kruskal-Wallis test.

Thus, this implies that the null hypothesis for this study, which states that there is a significant difference in the level of readiness of Fourth (4th) Year Bachelor of Science in Hospitality Management students when classified according to sex and academic performance, is accepted, and thus, this supports the null hypothesis, which states that there is no significant difference in the level of readiness when classified according to section and family monthly income along with sex and rejects the null hypothesis considering the students' academic performance.

#### 4. Conclusions

Based on the findings from this study, the researchers concluded the following:

Students' level of readiness is not affected by their class section, and family monthly income. Everyone can perform well regardless of their circle and engagements as long as they are trying their best and with pursuance of their goals as to their financial needs and family background. Since respondents are also a recipient of a Free Tuition Program for State Colleges and State Universities, major school fees are not burden to them, rather they are at ease as they are only paying few miscellaneous fees and contributions. With that, their monthly family income is a not a major consideration to measure their level of readiness for their internship.

However, sexuality and academic performance of respondents affect their readiness. Commonly this is due to task assignments and kind of work in the industry. Masculinity and hard labor is very important in the kitchen and being feminine are usually seen in front services. For academic performance, the more the students are prepared and motivated by something, the more they feel readiness for their endeavors and tasks, and oppositely, if they are not in the mood to focus, their implications are also affected.

Students are more prepared and ready when things relate to their academic performance. They tend to execute more efforts and implications in order to maintain their academic rankings, while students who are not performing tend to engage with other outside activities and street experiences. They feel contented as long as they can maintain their grades and just pass their degree. For them, actual experiences are their means to compete.

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