

# **Profiling the Training Needs and Competencies of Third-Year Bachelor of Hospitality Management (BSHM) Students at Pangasinan State University**

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**Abstract** – *This research examined the training needs and competencies of third-year Bachelor of Hospitality Management (BSHM) students at Pangasinan State University, Lingayen Campus. The study evaluated students' readiness for internships by assessing their soft and hard skills, as well as prior training experiences. Findings indicated that while most students felt prepared, areas such as event management and customer service needed further improvement. Based on the results, targeted training programs are recommended to address identified skill gaps.*

**Keywords** – *Training needs, Competencies, BSHM, Internship readiness, Hospitality Management*

## **INTRODUCTION**

The global hospitality industry continues to grow at a rapid pace, presenting increasing demand for a workforce equipped with diverse skills [1]. In the Philippines, however, there remains a gap between the skills learned in hospitality management programs and the demands of the industry [2]. Programs like Pangasinan State University's Bachelor of Hospitality Management (BSHM) play a critical role in preparing students to meet these demands. Research has shown that students who undergo specific training tailored to industry needs are more likely to succeed in internships and later in their careers [3].

This study profiles the training needs and competencies of third-year BSHM students at PSU Lingayen Campus, with a specific focus on how ready they are for internships. By examining both their soft and hard skills, as well as the training they have received, this study aims to identify areas that need improvement and recommend strategies for enhancing their readiness [4].

## **Objective of the Study**

The primary objective of this study is to assess the readiness of third-year BSHM students for internships by evaluating their soft and hard skills. Additionally, the study aims to explore how previous training and demographic factors influence these competencies, offering recommendations for targeted training interventions.

## **METHODOLOGY**

This research followed a quantitative approach, using a survey distributed to third-year BSHM students during the second semester of the academic year 2022–2023. The sample consisted of 205 students selected through convenience sampling. The survey was divided into two parts: one part captured demographic information, while the other assessed competency readiness through a series of questions related to soft and hard skills. Respondents rated their skills on a five-point Likert scale. The analysis was conducted using statistical tools to identify trends and patterns, similar to methodologies used in related studies [5].

**RESULTS**

**Demographic Profile**

Table 1.1 presents the age distribution of the respondents, where 96.6% were aged between 21 and 25 years old. This suggests that the majority of the students fall within the typical age group for third-year students.

Age	Frequency	Percent
Less than 20 years old	3	1.5%
21-25 years old	198	96.6%
26-30 years old	4	2.0%
Total	205	100.0%

Table 1.2 shows that the majority of respondents were female (67.3%), which may reflect the gender distribution typical in hospitality-related programs.

Sex	Frequency	Percent
Female	138	67.3%
Male	67	32.7%
Total	205	100.0%

Household income levels, as presented in Table 1.4, reveal that almost half of the respondents (48.3%) come from households earning less than 5,000 PHP per month, highlighting socioeconomic factors that may affect access to training opportunities.

Household Income	Frequency	Percent
5,000 PHP and below	99	48.3%
6,000-10,000 PHP	77	37.6%
11,000-20,000 PHP	21	10.2%
20,000 PHP and above	8	3.9%
Total	205	100.0%

**Participation in Seminars and Training**

Table 1.5 shows the students' participation in hospitality-related seminars and training. 24.4% of students had Food and Beverage Services NC II training, while 16.6% had no formal training. This indicates a gap in training exposure for some students.

Seminars/Training Related to Hospitality	Frequency	Percent
Bartending NC II	9	4.4%
Bread & Pastry Production NC II	33	16.1%
Cookery NC II	28	13.7%
Events Management NC III	8	3.9%
Food & Beverage Services NC II	50	24.4%
Front Office Services NC II	8	3.9%
Housekeeping NC II	34	16.6%
None	34	16.6%
Total	205	100.0%

**Soft Skills Competencies**

Table 2.1 presents the results for students' soft skills. The highest-rated competency was having a positive mindset, with a mean score of 4.47. However, communication skills were rated lower at 3.96, indicating a need for improvement in this critical area.

Soft Skills	Mean (M)	Standard Deviation (SD)	Verbal Interpretation (VI)
I have strong communication skills	3.96	0.86	Agree
I have a positive mindset	4.47	0.69	Strongly Agree
I can multitask and remain cool to	4.33	0.72	Strongly Agree

achieve greater efficiency			
I can satisfy and delight customers and consumers	4.29	0.70	Strongly Agree
I know how to manage crises and identify problems	4.02	0.74	Agree
Overall Mean	4.23	0.74	Strongly Agree

Bread & Pastry Production Skills	Mean (M)	Standard Deviation (SD)	Verbal Interpretation (VI)
I can apply food hygiene and safety principles	4.58	0.69	Strongly Agree
I can plate and decorate a variety of dessert products	4.07	0.81	Agree

### Hard Skills Proficiency

In Table 2.2, students rated their bartending skills highly in terms of cleanliness and safety procedures (mean = 4.37), but lower in wine knowledge (mean = 3.71). This highlights a potential gap in specialized knowledge areas.

Bartending Skills	Mean (M)	Standard Deviation (SD)	Verbal Interpretation (VI)
I can perform bar cleaning procedures and maintain safety practices	4.37	0.75	Strongly Agree
I can interpret and explain types of wine and terminology to guests	3.71	0.92	Agree

For **bread and pastry production**, as shown in Table 2.3, food hygiene skills were rated highest (mean = 4.58), while dessert plating received a lower score (mean = 4.07).

### CONCLUSION

In conclusion, third-year BSHM students at PSU Lingayen Campus demonstrate strong competencies in both soft and hard skills, though specific areas, such as communication, event management, and customer service, require further development. These gaps can be addressed through tailored training programs and enhanced curriculum design. Moreover, demographic factors, including gender and socioeconomic status, have a notable impact on students' skill readiness.

### RECOMMENDATIONS

- 1 **Develop Targeted Training Programs:** The university should implement workshops and seminars focusing on areas such as communication, event management, and customer service to address gaps identified in the study.
- 2 **Increase Access to Industry Certifications:** Offering more opportunities for students to gain certifications in areas like Food and Beverage Services NC II or Event Management NC III would improve their job readiness.
- 3 **Provide Support for Lower-Income Students:** PSU should explore partnerships with hospitality businesses to offer scholarships or subsidized

training programs, ensuring equal opportunities for all students.

- 4 Enhance Industry Partnerships: Collaborating with hospitality organizations could provide students with practical exposure to real-world scenarios.

- 5 Regular Assessment of Competencies: PSU should conduct periodic assessments of student competencies to align the curriculum with industry demands.

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