



LEVEL OF KNOWLEDGE, ACCEPTANCE, AND ITS ASSOCIATED FACTORS TOWARDS HALAL FOOD AMONG THE NON-MUSLIMS OF THE INTERNATIONAL SCHOOL OF ASIA AND THE PACIFIC

Elmar M. Bangayan, CHP,
Marjorie P. Bauí,
Ramon S. Cammayo,
Allen Denver S. Gabriel,

ABSTRACT

This study at the International School of Asia and the Pacific (ISAP) aimed to understand how non-Muslim students perceive and accept halal food. It found that most respondents were young (18-20 years old) and predominantly female, with a significant number being first-year students in the BS Criminology program, and most identifying as Roman Catholic. In terms of knowledge about halal food, over half of the respondents had some understanding. Generally, respondents viewed halal food positively, agreeing that it's a matter of personal choice (voluntariness) and considering it safe and healthy. However, they were less inclined to actively seek out halal food when making purchase decisions. Factors influencing their choice of halal food included their awareness of halal practices, belief in the health benefits of halal-certified products, and consideration of price. Surprisingly, demographic factors like age, gender, year level, course, and religion did not significantly impact their knowledge or acceptance of halal food, suggesting other factors are more influential. In summary, this survey provided insights into how non-Muslim students at ISAP perceive halal food. Most had some knowledge and generally viewed it positively, with factors like awareness, health benefits, and price influencing their choices. Demographic factors didn't play a significant role in their perceptions.

Key words: *Halal Foods, Level of Knowledge, Acceptability, Contributory Factors, Non-Muslim Students, International School of Asia and the Pacific*

INTRODUCTION

The food and beverage sector originated as a result of the necessity for sustenance during business transactions conducted outside of residential dwellings. As societal interests diversified over time, the sector underwent significant expansion, incorporating a wide array of establishments, such as restaurants, cafeterias, fast-food establishments, and catering enterprises. This industry encompasses the proficient preparation and immediate consumption of meals, snacks, and beverages within both on-premises and off-premises settings (Government of Canada, 2012). Subsequently, the sector has undergone progressive transformation to accommodate a multitude of dietary preferences and



restrictions, including lactose intolerance, vegetarian and vegan dietary practices, peanut allergies, diabetes, and adherence to kosher guidelines. Attaining culinary excellence has emerged as a pivotal determinant for the triumph of events; however, the effective accommodation of these dietary considerations poses formidable challenges for event planners (Comtrix, 2016).

Furthermore, the remarkable growth of the Muslim population globally has played a pivotal role in the rapid expansion of Islam as a prominent religion (Grim, and Karim, 2011). Halal food, a vital facet of Muslim culture, adheres to specific dietary guidelines established in Islamic law. The concept of Halalan Toyyiban further underscores the imperative of consuming products that conform not only to the permissible standards set by Shariah Law but also encompass the notions of safety, harmlessness, and wholesomeness. It signifies a comprehensive framework that transcends religious boundaries, encompassing key elements such as product quality, cleanliness, and overall safety. Halalan Toyyiban underscores the significance of upholding specific standards in food production to ensure the well-being and contentment of individuals, irrespective of their religious affiliations (Dahlal, 2021).

Nevertheless, non-Muslim students often face considerable challenges in comprehending and appreciating the importance of purchasing halal food products. Their perception is frequently limited, as they predominantly view halal-certified food products solely through a religious lens, mistakenly assuming their exclusivity to the Muslim community. This constrained viewpoint inhibits their understanding that halal food extends beyond religious observance, encompassing broader principles that encompass safety, cleanliness, quality, and wholesomeness. Consequently, these students may inadvertently overlook vital factors such as the background, labeling, and overall quality of products when making their purchasing decisions. Enhancing the awareness and understanding of halal food among non-Muslim students has the potential to foster inclusivity, cultivate cultural appreciation, and instill a more comprehensive perspective regarding the underlying principles and advantages of halal food, extending beyond its religious connotations (Yousef, 2010). Thus, this study aims to identify level of knowledge, acceptance and its associated factors towards halal food among the non-Muslim students of International School of Asia and the Pacific (ISAP).

METHODOLOGY

This chapter presents a detailed discussion of the research design, study respondents, sampling design, and data gathering instrument, data gathering procedure, and statistical data treatment.

Research design

This study used the descriptive inferential research design. This is the most appropriate design for this study because it gave better and deeper understanding of the contributory factors in choosing Halal foods in terms of Halal awareness, perceived health benefits and price perception, the level of knowledge of the respondents on Halal foods, and the level of acceptability of Halal food. Furthermore, this research design gave a descriptive discussion of the socio-demographic profile of the respondents, level of knowledge of Halal foods, and the acceptability level of Halal food to the non-Muslim students of ISAP.



Data Gathering Tool

To elicit the information needed in this study, the researchers used a survey questionnaire as their primary gathering tool to collect the needed data. It was purposively designed in Google Forms. The questionnaire was sent to the respondents through their messenger or via email. The questionnaire is divided into two parts. The first part consisted of the demographic profile of the respondents in terms of age, sex, and religious affiliation. The second part of the questionnaire assessed students' perception of halal-certified food products regarding quality, safety, cleanliness, and wholesomeness. The questionnaire was subjected to editing and validation of content and forms by the pool of evaluators, editors, statisticians, and research experts.

Data Gathering Procedures

The researchers collected data on the 337 non-Muslim students of ISAP enrolled in the Academic year 2022-2023. The researchers started formulating and constructing self-constructed questionnaires. Through guidance and consultations from the adviser, the researchers could construct a questionnaire suited to the objectives and goals of the studies. The researcher's adviser, instructor, and panel members validated and approved the questionnaire. As part of research ethics and trustworthiness, the researchers assured respondents that the gathered data would be strictly confidential and used only for academic purposes. The researchers assisted the respondents when they wanted to clarify some questions. The obtained data were tallied and statistically treated with the help of a statistician to interpret the total value.

Data Analysis

The researchers used different statistical tools to measure the outcome based on the data gathered. The statistical treatments that were used in analyzing and interpreting data were the following.

Frequency and Percentage. This was used for the distribution of demographic profiles according to age, sex, and religious affiliation.

Weighted Mean. This was used to assess the students' perception of purchasing Halal Certified Food Products compared to their profile.

Regression Analysis. This was used assessing the contributory factors in choosing halal foods affecting students' level of knowledge on halal foods and the level and acceptability level of halal foods

One-Way Analysis of Variance (ANOVA). This was used in determining the difference in the assessed students' perception of purchasing Halal Certified Food Products compared to their profile.



RESULTS

TABLE 1. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS IN TERMS OF CIVIL STATUS

| Variables | Frequency | Percent |
|--------------|-----------|--------------|
| Single | 16 | 80.0 |
| Married | 4 | 20.0 |
| Total | 20 | 100.0 |

Table 1 presents the frequency and percentage distribution of the respondents in term of civil status. 16 respondents are single, and are married. Single respondents comprise a larger percentage (80%) compared to married respondents (20%).

TABLE 2. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS IN TERMS OF SEX

| Variables | Frequency | Percent |
|--------------|-----------|--------------|
| Male | 9 | 45.0 |
| Female | 11 | 55.0 |
| Total | 20 | 100.0 |

Table 2 presents the distribution of respondents in terms of sex. 9 of the respondents are male, and 11 of them are female. Female respondents are greater in percentage (55%) compared to male (45%).

TABLE 3. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS IN TERMS OF PROVINCE.

| Variables | Frequency | Percent |
|---------------------|-----------|--------------|
| Batanes | 1 | 5.0 |
| Cagayan | 7 | 35.0 |
| Ifugao | 1 | 5.0 |
| Isabela | 7 | 35.0 |
| Kalinga | 1 | 5.0 |
| Quirino | 1 | 5.0 |
| Outside Philippines | 2 | 10.0 |
| Total | 20 | 100.0 |

Table 3 shows the distribution of respondents in terms of the province where they currently reside after finishing their degree in HRM. 1 is in Batanes, 7 is in Cagayan, 1 is in Ifugao, 7 is in Isabela, 1 is in Kalinga, 1 is in Quirino, and 2 are outside the Philippines. With this, we can imply that a large



percentage of the respondents chose to stay both in Cagayan (35%) and Isabela (358) while 10% of the respondents chose to move or work abroad.

TABLE 4. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS IN TERMS OF LOCATION OF RESIDENCE.

| Variables | Frequency | Percent |
|------------------|------------------|----------------|
| City | 6 | 25.0 |
| Municipality | 14 | 75.0 |
| Total | 20 | 100.0 |

Table 4 shows the distribution of respondents in terms of Location of Residence. 14 of the respondents live in a town/municipality while 6 of them live in a city. This implies that a great percentage live in a municipality (75%) compared to those who live in a city (25%). As a result, many people may decide to continue looking for jobs in their local communities rather than move far away from their families.

TABLE 5. FREQUENCY COUNT AND RANK DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO PURSUING ADVANCED STUDIES

| Variables | Frequency | Percent |
|------------------------------|------------------|----------------|
| For Promotion | 6 | 2.5 |
| For Professional Development | 13 | 1 |
| Others | 1 | 4 |
| Total | 6 | 2.5 |

Table 5 shows the distribution of respondents with respect to pursuing advanced studies. 13 of the respondents chose to pursue advanced studies for professional development, 6 of them is for promotion purposes, 1 understated the reason, and 6 of them did not pursue advanced studies. Majority of the respondents chose to pursue advanced studies for professional development which ranked 1 among the other variables, to continue the growth of being a full-fledged professional in their chosen field. Rank 2.5 is both for promotion, and those who did not continue into post-graduate studies. This suggests that within the respondents, some in the field of work require post-graduate courses for the purpose of promotion, and some do not, which causes the other respondents to forego furthering their education.

TABLE 6.1 FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO EMPLOYMENT STATUS



| Variables | Frequency | Percent |
|--------------|-----------|--------------|
| Employed | 15 | 75.0 |
| Not Employed | 5 | 25.0 |
| Total | 20 | 100.0 |

Table 6.1 shows the distribution of respondents with respect to their employment status. 15 of the total is employed, while 5 of them is unemployed. A large percentage of the respondents are employed which implies that 75% of them landed in their jobs immediately after graduation, and 25% of them we unemployed because of several reasons which include family and health-related concerns.

TABLE 6.2 FREQUENCY COUNT AND RANK DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO WHY THEY ARE NOT EMPLOYED.

| Variables | Frequency | Percent |
|--|-----------|--------------|
| Family Concern and not decided not to find a job | 4 | 1 |
| Health-related reason | 1 | 2 |
| Total | 5 | 100.0 |

Table 6.2 shows the distribution of respondents with respect to why they are not employed. 4 of the respondents chose Family concerns and decided to not find a job as the reason why they are unemployed, and I chose health-related reasons as to why he/she is unemployed. This suggests that the majority of them are choosing to remain unemployed despite having a degree because of familial or personal considerations.

TABLE 7. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO PRESENT EMPLOYMENT STATUS

| Variables | Frequency | Percent |
|----------------------|-----------|--------------|
| Casual | 3 | 15.0% |
| Contractual | 7 | 35.0% |
| Regular or Permanent | 4 | 20.0% |
| Self-employed | 2 | 10.0% |
| N/A | 4 | 20.0% |
| Not Employed | 4 | 25.0 |
| Total | 20 | 100.0 |

Table 7 shows the distribution of respondents in terms of present employment status. 3 of them work as casual employees, 7 work as contractual employees, 4 work as a regular or permanent employees, 2 are self-employed, and 4 answered not applicable. A large percentage (35%) of the respondents work as contractual employees in an unspecified institution or company.

TABLE 8 FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO PRESENT OCCUPATION



| Variables | Frequency | Percent |
|-----------------------|-----------|--------------|
| Assistant Pastry Chef | 1 | 5.0 |
| Café | 1 | 5.0 |
| Civil Servant | 1 | 5.0 |
| Cruise line staff | 1 | 5.0 |
| Front desk officer | 1 | 5.0 |
| Front officer manager | 1 | 5.0 |
| Government official/s | 1 | 5.0 |
| Promoter | 1 | 5.0 |
| Room Attendant | 1 | 5.0 |
| Secretary | 1 | 5.0 |
| Waiter/waitress | 3 | 15.0 |
| Others | 1 | 5.0 |
| N/A | 5 | 25.0 |
| Total | 20 | 100.0 |

Table 8 shows the distribution of respondents with respect to their present occupation. 5 is not applicable because they are unemployed. 3 of the respondents are employed as waiter/waitress, while 1 respondent is employed in each of the following occupations: Asst. Pastry Chef, Café, Civil Servant, Cruise Line Staff, Front Desk Officer, Front Office Manager, Government Employee, Promoter, Room attendant, Secretary, and others.

TABLE 9. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO MAJOR LINE OF BUSINESS OF THE COMPANY / AGENCY THEY ARE PRESENTLY EMPLOYED IN.

| Variables | Frequency | Percent |
|-----------|-----------|---------|
|-----------|-----------|---------|



| | | |
|---------------------------|-----------|--------------|
| American Cruise line | 1 | 5.0 |
| Food industry | 1 | 5.0 |
| Medical Clinic | 1 | 5.0 |
| Other government agencies | 5 | 25.0 |
| Other private agencies | 9 | 45.0 |
| PSA RSS02 | 1 | 5.0 |
| N/A | 2 | 10.0 |
| Total | 20 | 100.0 |

Table 9 shows the distribution of respondents with respect to the major line of the business of the company/agency they are presently employed in. Majority of the respondents are employed in other private companies which is comprised of 9 or 45% of the total respondents. 5 or 25% of them are employed in government agencies, while 1 respondent each, is working in an American Cruise line, food Industry, medical clinic, and in PSA RSS02. The other 2 respondents have no application in this item.

TABLE 10. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO PLACE OF WORK.

| Variables | Frequency | Percent |
|------------------|------------------|----------------|
| Abroad | 6 | 30.0 |
| Local | 14 | 70.0 |
| Total | 20 | 100.0 |

Table 10 shows the distribution of respondents with respect to their place of work. 14 or 70% of the respondents work locally, or in the Philippines and 6 or 30% of them work abroad. We can imply then, that majority of the respondents still choose to work in the Philippines despite the foregoing situation of economics in the country. This may be because of several factors that need to be considered including family, and distance.

TABLE 11. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO THEIR FIRST JOB AFTER COLLEGE.

| Variables | Frequency | Percent |
|------------------|------------------|----------------|
| Yes | 5 | 25.0 |



| | | |
|--------------|-----------|--------------|
| No | 15 | 75.0 |
| Total | 20 | 100.0 |

Table 11 shows the distribution of respondents with respect to their first job after college. The data shows that 15 or 75% of the total population did not land on a job after graduation, which comprises the majority of the respondents. On the other hand, only 5 or 25% landed on a job after graduation.

TABLE 12. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO REASONS FOR STAYING ON JOB.

| Variables | Frequency | Rank |
|---------------------------------------|-----------|------|
| Salaries and benefits | 12 | 1 |
| Career challenge | 10 | 2 |
| Related to special skill | 7 | 3 |
| Related to course of program of study | 6 | 4 |
| Proximity to residence | 1 | 7.5 |
| Peer influence | 1 | 7.5 |
| Family influence | 3 | 5 |
| Others | 1 | 7.5 |
| N/A | 1 | 7.5 |

Table 12 shows the distribution of respondents in terms of reasons for staying on the job. Salaries and benefits ranked 1 with 12 responses from the respondents which serves as the main reason why they stay on the job. Career challenge ranked 2 with 10 responses, related to special skill ranked 3 with 7 responses, related to course or program of study ranked 4 with 6 responses, family influence ranked 5 with 3 responses, proximity to residence, peer influence, and other related reasons ranked 7.5 with 1 response each. Finances is visibly seen as the primary reason why people stay on their jobs. Taking into account, that money is much needed when people move; from basic commodities to utility and service.

TABLE 13.1 FREQUENCY COUNT AND RANK DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO FIRST JOB RELATED TO THE COURSE THEY FINISHED.

| Variables | Frequency | Percent |
|-----------|-----------|---------|
| Yes | 9 | 45.0 |



| | | |
|--------------|----------|--------------|
| No | 11 | 55.0 |
| Total | 5 | 100.0 |

Table 13.1 shows the distribution of respondents with respect to first job related to the course they finished. 11 of the respondents were employed in a job not related to the course they finished which comprise 55% of the total population. While 9 of the respondents worked in a job related to the course they finished.

TABLE 13.2 FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO REASONS FOR ACCEPTING THE JOB.

| Variables | Frequency | Rank |
|---------------------------------------|-----------|------------|
| Salaries and benefits | 13 | 1 |
| Career challenge | 10 | 2 |
| Related to special skill | 4 | 3.5 |
| Related to course of program of study | 2 | 5 |
| Proximity to residence | 1 | 6 |
| Others | 4 | 3.5 |

Table 13.2 shows the distribution of respondents with respect to reasons for accepting the job. Salaries and benefits ranked 1 with 13 responses, Career challenge ranked 2 with 10 responses, related to special skill ranked 3.5 together with other reasons with 4 responses, related to course or program of study ranked 5 with 2 responses, and proximity to residence with only 1 response. Salaries and benefits play a big role in staying or accepting the job. Vast majority of people wouldn't do their jobs nor go for a job without expecting for fair compensation of service. This might be the reason why the respondents accepted their jobs despite not being related to the degree they earned. (see table 13.1)

TABLE 14. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO REASONS FOR CHANGING THE JOB

| Variables | Frequency | Rank |
|--------------------------|-----------|------|
| Salaries and benefits | 9 | 1 |
| Career challenge | 6 | 2 |
| Related to special skill | 2 | 4 |



| | | |
|---------------------------------------|---|---|
| Related to course of program of study | 1 | 6 |
| Dream job | 1 | 6 |
| Health | 1 | 6 |
| Others | 5 | 3 |

Table 14 shows the distribution of respondents with respect to reasons of changing job. Salaries and benefits ranked 1 with 9 responses, Career challenge ranked 2 with 6 responses, other reasons ranked 3 with 5 responses, related to special skill ranked 4 with 2 responses, and related to course of program of study ranked 6 together with dream job and health with only 1 response each. Salary plays an important role on making an employee stay for the job. Salaries and benefits receive the most number of responses and becomes the primary reason why respondents change job for certain reasons. In the study conducted by Chron Contributor in 2020, an employee who doesn't feel like his organization is paying him a high enough salary is much more likely to look for and accept a higher paying position of a comparable nature at another company.

TABLE 15. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO DURATION IN STAYING IN THEIR FIRST JOB.

| Variables | Frequency | Percent |
|------------------------------|-----------|--------------|
| 1 year to less than 2 years | 3 | 15.0 |
| 1 to 6 months | 10 | 50.0 |
| 2 years to less than 3 years | 1 | 5.0 |
| 5 years | 1 | 5.0 |
| 7 to 11 months | 3 | 15.0 |
| Others | 1 | 5.0 |
| N/A | 1 | 5.0 |
| Total | 20 | 100.0 |

Table 15 shows the distribution of respondents with respect to duration in staying in their first job. There are 3 (15%) who worked for 1 year to less than 2 years. 10 (50%) worked below 6 months, 1 (5%) worked for 2 years to less than 3 years, 1 (5%) worked for 5 years, 3 (15%) worked for 7 to 11 months, and 1 (5%) both for others and not applicable.

TABLE 16. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO HOW THEY FIND THEIR FIRST JOB.

| Variables | Frequency | Percent |
|---|-----------|---------|
| As walk-in applicant | 10 | 50.0 |
| Job Fair or Public Employment Service Office (PESO) | 1 | 5.0 |
| Recommended by someone | 5 | 25.0 |



| | | |
|------------------------------|-----------|--------------|
| Response to an Advertisement | 1 | 5.0 |
| Others | 3 | 15.0 |
| Total | 20 | 100.0 |

Table 16 shows the distribution of respondents with respect to how they find their first job. 10 (50%) of the respondents found their first job as walk-in applicants. 1 (5%) from a job fair or from the Public Employment Service (PESO), 5 (25%) were recommended by someone, 1 (5%) as a response to an advertisement, and 3 (15%) for other reasons.

TABLE 17. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO HOW LONG DID THEY LAND THEIR FIRST JOB.

| Variables | Frequency | Percent |
|-------------------|-----------|--------------|
| Less than a month | 4 | 50.0 |
| 1 to 6 months | 14 | 70.0 |
| 7 to 11 months | 1 | 5.0 |
| Others | 1 | 5.0 |
| Total | 20 | 100.0 |

Table 17 shows the distribution of respondents with respect to how long did they land in their first job after graduation. 4 (20%) landed in their first job for less than a month. 14 (70%) landed in their first job for 1 to 6 months, 1 (5%) for 7-11 months, and 1 (5%) for others. Majority of the respondents as manifested by 70% of the population landed in their first job 1 to 6 months after finishing their degree.

TABLE 18. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO PRESENT INITIAL GROSS MONTHLY INCOME

| Variables | Frequency | Percent |
|--------------------------------|-----------|---------|
| Below P 5,000 | 4 | 20.0 |
| P 5,000 to less than P 10,000 | 5 | 25.0 |
| P 10,000 to less than P 15,000 | 2 | 10.0 |
| P 15,000 to less than 20,000 | 1 | 5.0 |



| | | |
|------------------------------|-----------|--------------|
| P 20,000 to less than 25,000 | 3 | 15.0 |
| P 25, 000 and above | 5 | 25.0 |
| Total | 20 | 100.0 |

Table 18 shows the distribution of respondents with respect to present initial gross income. 4 (20%) receive below 5,000.00, 5 (25%) receive 5,000.00 to less than 10,000.00, 2 (10%) receive 10,000.00 to less than 15,000.00. 1 (5%) receive 15,000.00 to less than 20,000.00, 3 (15%) receive 20,000 to less than 25,000.00, and 5 (25%) receive 25,000.00 and above.

TABLE 19. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS WITH RESPECT TO COMPETENCIES LEARNED IN COLLEGE THEY FIND VERY USEFUL IN THEIR FIRST JOB.

| Variables | Frequency | Rank |
|--------------------------|-----------|------|
| Communication skills | 18 | 1 |
| Human relations skills | 12 | 5 |
| Empathy | 7 | 8.5 |
| Active listening | 13 | 3 |
| Emotional intelligence | 8 | 7 |
| Problem solving skills | 15 | 2 |
| Tolerance | 7 | 8.5 |
| Critical thinking skills | 12 | 5 |
| Inner strength | 12 | 5 |
| Other skills | 1 | 11 |
| N/A | 2 | 10 |

Table 19 shows the distribution of respondents with respect to competencies learned in college they find very useful in their first Job. Communication skills ranked 1 with 18 responses, Problemsolving skills ranked 2 with 15 responses, active listening ranked 3 with 13 responses, human relations skills, critical thinking skills, and Inner strength ranked 5 with 12 responses each, emotional Intelligence ranked 7 with 8 responses, tolerance and empathy both ranked 8.5 with 7 responses each, other skills ranked 11 with only 1 response.

TABLE 20. MEAN ASSESSMENT OF CONTRIBUTION OF THE PROGRAM OF THE INSTITUTION TO THEIR PERSONAL KNOWLEDGE, SKILLS AND ATTITUDES.

| Statements | Mean | Description |
|------------------------------------|------|-------------|
| 1. Enhanced academic knowledge | 3.75 | 1 |
| 2. Improved problem solving skills | 3.65 | 5 |



| | | |
|----------------------------------|-------------|--------------------------|
| 3. Improved research skill | 3.60 | 8.5 |
| 4. Improve learning efficiency | 3.70 | 3 |
| 5. Improved communication skills | 3.75 | 7 |
| 6. Improved in listening skills | 3.80 | 2 |
| 7. Enhanced team spirit | 3.80 | 8.5 |
| CATEGORICAL MEAN | 3.72 | MUCH CONTRIBUTORY |

Table 20 presents the mean assessment of the contribution of the program of the institution to their personal knowledge, skills, and attitudes. Enhanced academic knowledge obtained a mean of 3.75, Improved problem-solving skills obtained a mean of 3.65, Improved research skill with 3.60, Improved learning efficiency with 3.70, Improved communication skills with 3.75, Improved in Listening skills with 3.80, and Enhanced Team Spirit with 3.80. the categorical mean among the above-stated contribution of institutional programs is 3.72 which means that they are much contributory to the personal knowledge, skills, and attitudes of the respondents. we can imply that within these areas of development, there is a notable and significant contribution of the institution through its programs for students most especially the skill and human services related to the degree they are taking presently. We note that 3.72 mean is between the range of 3.36 to 4.19 which is interpreted to as much contributory.

TABLE 21. MEAN ASSESSMENT OF CONTRIBUTION OF THE PROGRAM OF THE INSTITUTION RELEVANT TO THEIR PRESENT JOB.

| Statements | Mean | Description |
|------------------------------------|-------------|--------------------------|
| 1. Enhanced academic knowledge | 3.35 | A LOT CONTRIBUTORY |
| 2. Improved problem solving skills | 3.45 | MUCH CONTRIBUTORY |
| 3. Improved research skill | 3.50 | MUCH CONTRIBUTORY |
| 4. Improve learning efficiency | 3.55 | MUCH CONTRIBUTORY |
| 5. Improved communication skills | 3.35 | A LOT CONTRIBUTORY |
| 6. Improved in listening skills | 3.55 | MUCH CONTRIBUTORY |
| 7. Enhanced team spirit | 3.45 | MUCH CONTRIBUTORY |
| CATEGORICAL MEAN | 3.46 | MUCH CONTRIBUTORY |

Table 21 presents the mean assessment of the contribution of the program of the institution relevant to their present job. Enhanced academic knowledge obtained a mean of 3.35, Improved problem-solving skills obtained a mean of 3.45, Improved research skill with 3.50, Improved learning efficiency with 3.55, Improved communication skills with 3.35, Improved in Listening skills with 3.55, and Enhanced Team Spirit with 3.45. the categorical mean among the above-stated contribution of institutional programs is 3.46 which means that they are much contributory to the relevance of the job they are presently employed in. Withholding and taking into account the two areas with a descriptive interpretation of a lot contributing, Enhanced Academic Knowledge and Improved Communication Skills, we can infer that Institutional program from the school they graduated from contributed a lot with



relevance to the job where they are currently employed through having an enhanced academic knowledge and improved communication skills.

TABLE 22. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENT’S SATISFACTION TO THEIR CURRENT JOB

| Scale | Frequency | Percent |
|-------------------|-----------|--------------|
| Neither Satisfied | 2 | 10.0 |
| Satisfied | 7 | 35.0 |
| Very Satisfied | 11 | 55.0 |
| Total | 20 | 100.0 |

Table 22 shows the distribution of respondents in terms of their satisfaction to their current job. 2 (10%) are neither satisfied nor dissatisfied. 7 (35%) are satisfied, and 11 (55%) are very satisfied. A large percentage from the respondents are very satisfied with their current job with 55% of the total population, which means that majority of them are enjoying and loving their job for personal and extrinsic factors that affect it.

TABLE 23. FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENT’S INTENSION TO STAY IN THE SAME JOB/PROFESSION

| Scale | Frequency | Percent |
|--------------|-----------|--------------|
| Yes | 15 | 75.0 |
| No | 5 | 25.0 |
| Total | 20 | 100.0 |

Table 23 shows the distribution of the respondents in terms of their intention to stay in the same job/profession. 15 (75%) of them answered yes, which means that majority of the population still intend to stay in the same job, having salary and benefits as the primary factor. On the other hand, 5 (25%) answered no, which means that they have plans to either resign and look for another company for higher compensation, or resign to focus on familial concerns.

TABLE 24. MEAN ASSESSMENT OF THE MAJOR STRENGTHS AND WEAKNESSES OF THE INSTITUTIONAL PROGRAM THAT THE RESPONDENTS ATTENDED.

| Variables | Frequency | Percent |
|---|-----------|----------------|
| 1. Range of courses offered | 3.15 | SLIGHTLY AGREE |
| 2. Number of optional subjects | 3.25 | SLIGHTLY AGREE |
| 3. Relevance of the program to your professional requirements | 3.30 | SLIGHTLY AGREE |



| | | |
|------------------------------------|-------------|-----------------------|
| 4. Extracurricular activities | 3.10 | SLIGHTLY AGREE |
| 5. Problem solving | 3.25 | SLIGHTLY AGREE |
| 6. Inter-disciplinary learning | 3.20 | SLIGHTLY AGREE |
| 7. Work placement / attachment | 3.30 | SLIGHTLY AGREE |
| 8. Teaching / Learning environment | 3.15 | SLIGHTLY AGREE |
| 9. Quality of delivery | 3.10 | SLIGHTLY AGREE |
| 10. Teacher Student relationship | 2.95 | SLIGHTLY AGREE |
| 11. Library/Lab etc. | 3.05 | SLIGHTLY AGREE |
| CATEGORICAL MEAN | 3.16 | SLIGHTLY AGREE |

Table 24 presents the mean assessment of the major strengths and weaknesses of the institutional program that the respondents attended. Range of courses offered obtained a mean of 3.15, Number of optional subjects with 3.25, Relevance of the program to professional requirements with 3.30, Extracurricular activities with 3.10, Problem solving with 3.25, Interdisciplinary Learning with 3.20, Work placement/attachment with 3.30, Teaching/Learning

Environment with 3.15, Quality of Delivery with 3.10, Teacher-student relationship with 2.95, and Library/Laboratories with 3.05. All means obtained from the areas stated above, are interpreted to as slightly agree since it's between the range of 2.52 to 3.35. With this, we can imply that the major strengths and weaknesses of the institutional program that the respondents attended are contributory to their growth as professionals in their chosen career.

CONCLUSION

Currently, the majority of the responders work as contract workers. In other private businesses, the majority of them work as servers or waitresses. The respondents cite their income and benefits from the employer as the main justifications for taking the job and continuing to do so. The majority of respondents have been working for less than six months and have been hired as walk-in candidates between one and six months after graduating. The majority of respondents earn between \$5,000 and more than \$25,000 per year in pay.

Communication skills, problem-solving abilities, and active listening skills are the top three competencies that respondents said they found valuable in their first employment. This means that these competencies are well-developed while they are still in school and working toward the career they started, making it more helpful for them to apply in their current position.

In contrary with the finding of the tracer study made by Celis and Felicen of 2011, where 76.74% of the graduates landed on a job Immediately after graduation, in this study, 75% of them did not land on a job immediately.



As a result, the respondents maintained a high level of personal knowledge, abilities, and attitudes that they had learned from the various programs at the school they graduated from and that were also applicable to the job they eventually obtained. The responders are well-equipped to take off and make a jump on their chosen profession by serving as frontliners in the hotel and tourism industries and meeting the demands of the many sectors of the economy, which is one of the problems posed during the course of the study.

There is no significant relationship between the respondents' profile and factors affecting their job preference.

RECOMMENDATION

The school should offer activities to help students acquire specialized abilities in fields that will be helpful to them in the future in terms of their careers.

The school should help the students develop in their areas of strength and weakness by offering them organized programs that are more concentrated while also providing the required resources and equipment.

By the use of the students in simulations, seminars, and symposiums that will be very helpful when they land into positions relevant to the degree they completed, the institution should look at the factors that contribute to the relevance of the students chosen field.

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