



Short Paper

Value Chain Analysis for the Hospitality Management Program of an Autonomous University: Basis for Program Development

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Abstract

This study evaluates the organizational and educational effectiveness of the Hospitality Management program within the College of Hospitality and Tourism Management (CHTM) at Trinity University of Asia through the lens of Value Chain Analysis to ensure long-term sustainability and industry alignment. Utilizing a descriptive-comparative research design, data were collected from 140 respondents within the



college, including 115 students and 25 personnel, and analyzed using means scores and p-value significance testing. The summary of results indicates that the CHTM program attained a "Very Good" status across all indicators, with Operations (Mean = 3.58) and Outbound Logistics (Mean = 3.54) emerging as the strongest primary activities, reflecting high consensus between students and personnel regarding curriculum delivery and career placement. However, inferential analysis revealed a significant divergence in perception regarding Technology Development ($p = 0.002$), Inbound Logistics ($p = 0.034$), and Service ($p = 0.035$). In these areas, personnel consistently provided lower ratings than did students, highlighting internal concerns about resource procurement and the need for infrastructure upgrades within the college. The study concludes that while the CHTM at Trinity University of Asia delivers high-quality education, its sustainability depends on bridging this "perception gap" by transitioning to a more technologically advanced ecosystem. Recommendations include prioritizing IT modernization, integrating big data and AI into the hospitality curriculum, and formalizing industry-alumni mentorship networks to address the identified operational strains and maintain the college's competitive edge in hospitality and tourism education.

Keywords – hospitality management, value chain, autonomous university, higher education institution (HEI), program development

INTRODUCTION

The tourism and hospitality industry is widely recognized as both an economic and social phenomenon and remains one of the fastest-growing sectors globally (UNWTO, 2019; Deloitte Access Economics, 2018). Closely linked to national development and globalization, tourism continues to expand into new destinations, positioning itself as a major driver of socio-economic progress. Its contributions include employment generation, poverty reduction, inclusive growth, and the promotion of cultural understanding and tolerance (UNWTO, 2019).

In the Philippines, tourism plays a crucial role in the national economy by generating significant income through the consumption of goods and services by domestic and international visitors. The country's appeal is rooted in its rich natural assets—pristine beaches, favorable climate, and biodiversity—as well as its unique cultural identity reflected in its people, cuisine, and lifestyle. Recognizing tourism's strategic importance, Republic Act No. 9593, otherwise known as the Tourism Act of 2009, institutionalized tourism as a key engine of investment, employment, and sustainable national development, while encouraging ecotourism initiatives and private sector participation (Official Gazette of the Republic of the Philippines, 2009).

Complementing the national tourism policy is CHED Memorandum Order No. 62, series of 2017, which mandates higher education institutions (HEIs) to continuously enhance tourism and hospitality curricula in response to evolving local and global industry

demands. This policy underscores the need for academic programs to remain relevant, globally competitive, and aligned with industry expectations.

Within this context, value chain analysis provides a relevant framework for understanding how value is created and delivered across interconnected tourism and hospitality activities. A value chain refers to the full range of activities required to bring a product or service from conception to final consumption (Partale, 2020). Value is generated through the integration of resources such as human capital, knowledge, technology, and operational systems (Department for International Development. (2009). Initially developed as a business management tool, value chain analysis enables organizations to identify value-adding activities, stakeholder linkages, and sources of competitive advantage.

In tourism, the value chain comprises a series of interdependent activities that collectively shape the tourist experience. These activities require coordination among multiple stakeholders—including industry players, government agencies, educational institutions, and communities—to deliver customer-centric value. The strong interdependence between tourism enterprises and HEIs highlights the importance of value chain activities as foundational elements of competitive advantage (Porter, 1998).

Despite growing literature on tourism value chains, existing studies largely emphasize the supply side, focusing on industry structures, ownership, destination branding, and promotional strategies. Empirical research examining tourism value chain analysis as a basis for developing hospitality management programs remains limited. Addressing this gap, the present study adopts value chain analysis as a strategic framework for enhancing hospitality management education by examining the linkages among industry, academe, government, students, and other stakeholders.

This study was conducted at a specific autonomous university in Metro Manila offering a Hospitality Management program that is approaching its 30th year of implementation. As the institution prepares for curriculum revision in compliance with CHED requirements, the findings of this research are expected to inform curriculum enhancement and contribute to sustainable and industry-responsive hospitality education.

CONCEPTUAL FRAMEWORK

This study adopts a value chain-based conceptual framework to examine Hospitality Management program development in response to evolving industry, educational, and stakeholder demands. Anchored on Porter's Value Chain Theory, the framework views hospitality education as a system of interrelated activities that collectively create educational value and sustainable competitive advantage.

The framework integrates external contextual factors, stakeholder-driven inputs, value chain-oriented processes, and program development outcomes. External factors

such as global industry trends, technological advancements, government policies, and generational learner characteristics shape stakeholder expectations and institutional responses. These contextual influences inform the program's key inputs, including industry requirements, students' career expectations, higher education institution (HEI) resources, faculty competence, physical and technological infrastructure, and government quality assurance mechanisms.

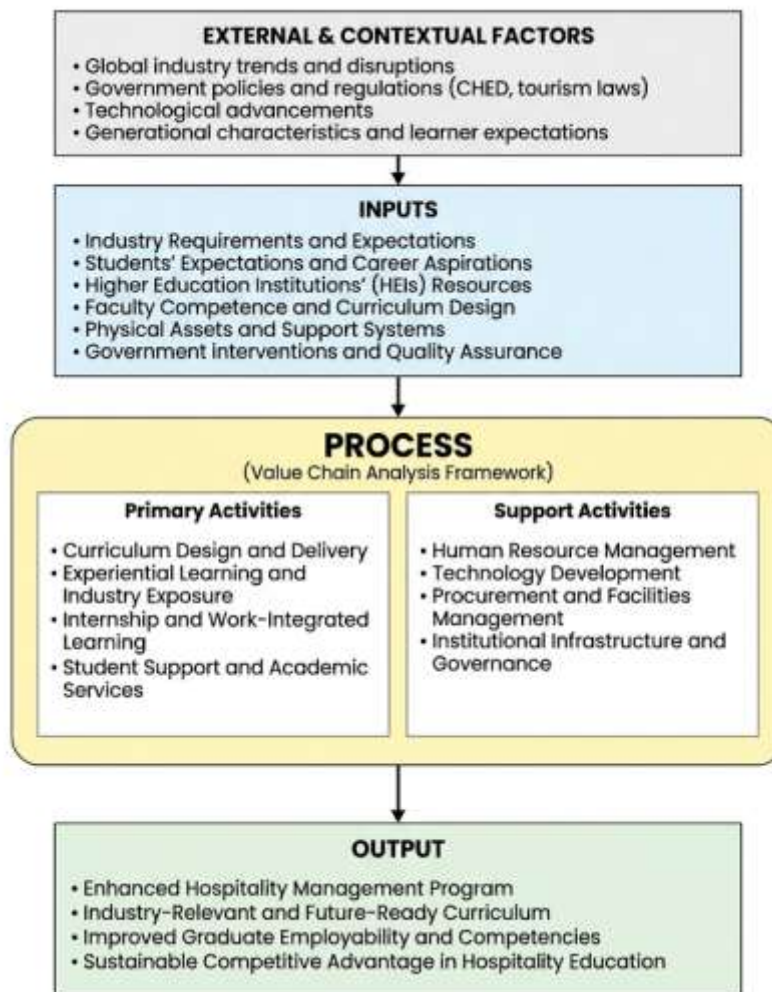


Figure 1. Conceptual framework illustrating the relationship between contextual factors, stakeholder inputs, value chain-based processes, and outcomes in Hospitality Management program development.

The process component is guided by a value chain analysis, in which value is created through both primary activities (curriculum design and delivery, experiential learning, internships, and student support services) and support activities (human resource management, technology development, procurement, and institutional infrastructure).

Systematic evaluation of these activities allows for the identification of gaps and inefficiencies in program delivery.

The framework's output is an enhanced Hospitality Management program characterized by curriculum relevance, industry alignment, improved graduate employability, and sustainable competitive advantage (Figure 1). The framework underscores the interdependence of stakeholders and positions value chain analysis as a strategic tool for evidence-based program development in hospitality education.

THE OBJECTIVE OF THE STUDY

General Objective

The general objective of this study is to conduct a value chain analysis of the Hospitality Management program at Trinity University of Asia to evaluate its current status and develop strategies for sustainable program development.

Specific Objectives

1. Describe the demographic profile of the respondents in terms of;
 - 1.1 Age,
 - 1.2 Sex,
 - 1.3 Educational Attainment, and
 - 1.4 Respondent's Category

2. Evaluate the current status of the Hospitality Management program utilizing value chain analysis in terms of primary and secondary activities as assessed by students and personnel, in terms of:
 - 2.1 Operations,
 - 2.2 Inbound logistics,
 - 2.3 Outbound logistics,
 - 2.4 Marketing and sales,
 - 2.5 Service, and
 - 2.6 Technology development

3. Determine if a significant difference exists between the assessments provided by students and personnel regarding the program's value chain activities.

4. Formulate strategic development plans aimed at the long-term sustainability and enhancement of the Hospitality Management program based on the findings of the analysis.

LITERATURE REVIEW

Transformation of Hospitality and Tourism Education in a Global Context

Higher education in tourism and hospitality worldwide is undergoing sustained transformation due to changes in the global higher education environment, evolving tourism structures, and increasing globalization. These shifts have reshaped how hospitality programs are positioned at national and institutional levels, requiring curricula that are responsive to post-industrial tourism demands and future industry uncertainties (Borbon et al 2022).

Current hospitality and tourism programs now emphasize professional competencies aligned with international standards and the Sustainable Development Goals. Beyond technical expertise, programs aim to develop ethical responsibility, communication skills, interpersonal competence, and decision-making abilities in order to foster a healthy hospitality culture (Borbon et al 2022). This transformation highlights the growing need for holistic education that balances academic theory with industry relevance.

Industry–Academe Linkages and Employability Challenges

The hospitality industry plays a critical role in shaping hospitality management education by collaborating with academic institutions to ensure an appropriate blend of technical, practical, and managerial competencies. Despite the increasing demand for hospitality degrees in graduate recruitment schemes, there remains no universal consensus on the reasons students choose hospitality management as a field of study, as motivations vary across countries and cultures (Ali et al., 2020).

While hospitality qualifications are becoming more valued, the industry faces challenges in competing with other sectors that offer higher wages, less demanding work conditions, and more defined career pathways. This situation underscores the importance of aligning educational outcomes with realistic industry expectations and improving career structures within hospitality organizations.

Impact of External Crises on Hospitality and Tourism

The tourism and hospitality industry is highly sensitive to external disruptions such as pandemics, economic downturns, climate change, and global financial crises. The COVID-19 pandemic exposed structural vulnerabilities in the sector, resulting in severe unemployment and business instability. In India alone, potential job losses were estimated to be 38 million, accounting for nearly 70% of the tourism and hospitality workforce (Kaushal & Srivastava, 2021).

These crises prompted critical questions regarding industry resilience, major operational challenges, and lessons distilled from previous disruptions. The findings emphasize the need for adaptive strategies, crisis preparedness, and sustainable workforce management mechanisms to mitigate future shocks.

Vulnerability, Seasonality, and Financial Sustainability

Hospitality and tourism businesses are particularly vulnerable to seasonality—a factor that causes fluctuations in demand, revenue, and overall profitability. External economic conditions further exacerbate these challenges, making effective working capital management essential for industry survival (Chambers & Cifter, 2022).

Existing literature asserts that financial sustainability in hospitality requires proactive planning, flexible operational strategies, and efficient resource utilization to manage cyclical demand and unforeseen external pressures.

Value Chain Management as a Source of Competitive Advantage

Value chain analysis is widely recognized as a strategic tool for diagnosing and enhancing competitive advantage by examining all activities involved in delivering value to customers. Rather than beginning with production, a market-driven value chain starts with the customer, whose needs and feedback guide value creation at every stage (Porter, 1998; Morales-Zamorano et al, 2020).

Effective value chain management enables organizations to improve responsiveness, quality, and innovation. Studies reveal a strong relationship between value chain practices and organizational competitiveness, emphasizing staff competence and inter-stakeholder collaboration (Akintokunbo & Akpotu, 2020). Moreover, value chain management supports the achievement of strategic goals by aligning operational activities with performance measurement systems, such as the balanced scorecard.

Human Capital Development and Workplace Competencies

The hospitality industry faces a persistent challenge in attracting and retaining skilled professionals. Graduates are expected to possess not only operational knowledge but also competencies in accounting, marketing, human resource (HR) management, information technology, foreign languages, problem-solving, and crisis handling (Sharma & Sharma, 2019).

Primary value chain activities rely heavily on skilled and academically prepared personnel, making human capital development central to service quality and organizational success. Understanding students' perceptions of hospitality work is essential, as attitudes toward the industry often change after internships and industrial training experiences (Sonawane, Badhiye & Gadekar, 2022).

Student Perceptions, Career Motivation, and Curriculum Relevance

Student perceptions play a critical role in shaping the effectiveness of hospitality management programs. Research indicates that students are motivated to pursue hospitality education by factors such as employment opportunities, global mobility, travel prospects, and entrepreneurial aspirations (Nomnga & Dwesini, 2019; Orpia & Cacabelos, 2023).

However, exposure to authentic industry conditions during internships can positively or negatively influence students' attitudes. Factors such as quality of practical training, institutional reputation, industry exposure, and perceived outcomes significantly affect students' career intentions and satisfaction.

Customer Satisfaction, Loyalty, and Service Excellence

Customer satisfaction and loyalty are vital for the sustainability of hospitality organizations. Loyal customers drive repeat business, positive word of mouth referrals, and increased profitability. As customer expectations evolve, hospitality firms are required to deliver seamless, personalized, and high-quality service experiences (Maca-Ambac 2023).

In highly competitive environments like the Philippine tourism industry, service excellence across all customer touchpoints is essential. Organizations that successfully integrate customer-focused strategies within their value chains are better positioned to achieve long-term competitiveness and inclusive economic growth.

METHODOLOGY

Research Design

To ensure the results are both measurable and reproducible, this study adopts a quantitative descriptive design. This methodology provides the objective foundation necessary to generalize findings beyond the immediate sample. Furthermore, the study is grounded in Action Research (Pasmore et al., 2010), a framework designed to bridge organizational knowledge and practical application. This allows the research to move beyond observation and actively address the development of a new online resource management system for the college.

Population and Sampling

The study utilized a descriptive research design focused on the academic ecosystem of the College of Hospitality and Tourism Management (CHTM) at Trinity University of Asia, an autonomous institution. The target population comprised a diverse range of

stakeholders, including students, faculty, staff, administrators, industry partners, and alumni. A total of 140 respondents participated in the study, aged 18 to 59. A multi-stage sampling strategy was implemented to ensure structural representation across the program's diverse demographics. Quota sampling was first used to establish target numbers for each stakeholder category, followed by simple random sampling for the student subgroup (n=115) and purposive sampling for specialized stakeholders, such as school administrators and industry partners, to ensure the inclusion of professional expertise relevant to the university's autonomous status.

Research Instruments

The instrument for data collection was a structured, researcher-developed questionnaire. The questionnaire was composed of three sections: the demographic profile (age, gender, education, position), the current status of the Hospitality Management program, utilizing value chain analysis, and the Significant difference in the status of the Hospitality Management program. Each item utilized a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The primary tool was a structured survey questionnaire administered via Google Forms, designed to capture stakeholders' multidimensional perceptions of program development and sustainable value creation.

The use of self-administered questionnaires was selected for its efficiency in gathering data from a broad respondent base. As noted by Zhang et al (2023), this method is instrumental in formulating hypotheses based on participants' attitudes, behaviors, and beliefs. For this study, the questionnaire was specifically tailored to the Trinity University of Asia context, focusing on how student experiences and administrative processes intersect to contribute to the institutional value chain.

To ensure content validity, three experts in hospitality management, such as students, industry practitioners, and faculty, reviewed the questionnaire. A pilot testing procedure involving 10 respondents not included in the main study was conducted.

Validity and Reliability Procedures

To ensure data integrity, the research instruments underwent a rigorous, multi-stage validation process.

- *Content Validation:* The draft questionnaire was initially reviewed by a panel of experts specializing in information technology, resource management, operations management, and research methodology. This review ensured that the items were relevant, theoretically sound, and aligned with the study's objectives.
- *Pre-testing:* A pilot test was subsequently conducted with three faculty members to refine the clarity of the questions and verify that respondents could fully comprehend the survey's technical nuances.

- *Reliability Testing:* The quantitative portion of the instrument underwent reliability testing to measure its internal consistency.

The resulting Cronbach's alpha was 0.785 (78.5%), which exceeds the standard acceptable threshold of 0.70 for social science research. According to Cucos (2025), a value in this range is adequate for group-level research and comparisons, thereby confirming the instrument's robustness and stability for formal data collection.

Data Analysis

Quantitative data were analyzed using statistical software to perform descriptive and inferential statistical analyses, specifically by using statistical tools such as Analysis of Variance, weighted mean, percentage, and frequency distribution.

Frequency Distribution/Percentage. The data gathered was analyzed using the following statistical tools: The Frequency-Percentage Distribution was used to compute the distribution of the demographic profile of the participants; the percentage rate formula was used to determine the number of replies obtained as follows:

$P = f / n \times 100$ where:

P = percentage

f = frequencies

n = number of participants

100 = constant

Weighted Mean: The sample mean was utilized to assess the responses supplied by respondents on the effects of tourism and urbanization infrastructure. Because group responses were allocated points, the weighted mean will be calculated as a measure of central tendency.

$WM = \frac{\sum fx}{\sum x}$

$\sum x$

Where: WM = weighted mean

$\sum fx$ = sum of all the products of f and x

x = the weight of each option

f = the frequency of each option

$\sum f$ = sum of all the subjects

ANOVA. A statistical test is used to examine the difference in means between more than two groups. A one-way ANOVA employs one independent variable, whereas a two-way ANOVA employs two independent variables. $F = MST/MSE$

Where;

F = ANOVA coefficient

MST = Mean Sum of Squares due to Treatment

MSE = Mean Sum of Squares due to Error

A Likert scale will be used as the pattern for organizing the results, incorporating the rating scale, interval range, and verbal interpretations that include percentage and frequency under the weighted mean.

Data Collection Procedure

The data gathering procedure commenced with securing formal permission from the university and participating enterprises to ensure ethical compliance and institutional cooperation. The data collection followed a structured, quantitative approach, using both primary and secondary sources to provide a comprehensive dataset for statistical analysis. Primary data were gathered exclusively through a self-administered survey instrument, which was disseminated electronically via Google Forms or in person to maximize respondent reach. This method allowed for the systematic collection of standardized data from a large sample of students and other stakeholders, focusing on quantifiable metrics of the program's value chain. To complement these first-hand findings, secondary data were sourced from institutional archives, published journals, and public records, facilitating the triangulation of the quantitative results and enhancing the overall validity of the study through the integration of existing institutional metrics.

RESULTS

Objective 1: The demographic profile of the respondents

The study's demographic profile is visually synthesized in a series of distribution charts that illustrate the student population's dominance within the institutional value chain. The age and educational attainment figures illustrate a significant concentration in the 18–25 age bracket at the undergraduate level, confirming that the data primarily reflect the perspectives of Generation Z learners. This is further reinforced by the institutional position chart, which shows students comprising over 80% of the respondents, while industry partners and administrators represent a smaller, specialized segment. Additionally, the sex distribution figure confirms a female-majority participation, which aligns with broader hospitality industry trends where service-oriented roles often show higher female enrollment. Together, these figures provide a clear visual foundation for the study, indicating that while the findings are deeply rooted in the student experience, they also call for a balanced interpretation alongside the expert insights from smaller faculty and personnel groups.

Table 1. Profile of Respondents

Categories	Level	Frequency (f)	Percentage (%)
Age	18 to 25	119	85.0
	26 to 35	6	4.3
	36 to 45	6	4.3
	46 to 59	9	6.4
	Total	140	100.0
Sex	Male	59	42.1
	Female	81	57.9
	Total	140	100.0
Education	Undergraduate	114	81.4
	Baccalaureate	13	9.3
	Masteral	9	6.4
	Doctoral	4	2.9
	Total	140	100.0
Position	Student	115	82.2
	Non-Teaching	10	7.2
	Faculty	9	6.4
	Alumni	3	2.1
	School Admin	2	1.4
	Industry Partner	1	0.7
	Total	140	100.0

Objective 2: The current status of the Hospitality Management program, utilizing value chain analysis in terms of primary and secondary activities, as assessed by students and personnel

The current status of the Hospitality Management program, as evaluated through the Value Chain Analysis framework, reflects a high level of institutional consistency with an overall rating of "Very Good." Across all dimensions, weighted means ranged from 3.48 to 3.58, indicating that the program effectively delivers educational value. Within the Primary Activities, Operations emerged as the highest-rated dimension (WM = 3.58), with respondents strongly agreeing that the curriculum aligns with industry standards and successfully integrates practical applications, suggesting a robust professional transformation process. Logistics-related activities also performed strongly, with Inbound Logistics (WM= 3.48) ensuring a steady flow of high-quality resources and Outbound Logistics (WM=3.54) excelling in career placement through industry networking and practical skill development. While Marketing and Sales (WM=3.50) successfully communicated the program's unique selling points, findings indicated a minor need for increased transparency regarding financial aid. Post-enrollment Service (WM = 3.52) was highly regarded for its academic advising and for fostering a strong sense of community among students. These primary functions are underpinned by support activities, specifically technology development (WM = 3.48), where a robust IT infrastructure and faculty's use of interactive simulation tools demonstrate the program's commitment to maintaining a dynamic, tech-forward learning environment.

Table 2: Value Chain Analysis of the Hospitality Management Program Status

Value Chain Activity	Weighted Mean	Interpretation	Performance
Operations	3.58	Strongly Agree	Very Good
Outbound Logistics	3.54	Strongly Agree	Very Good
Service	3.52	Strongly Agree	Very Good
Marketing and Sales	3.50	Strongly Agree	Very Good
Inbound Logistics	3.48	Strongly Agree	Very Good
Technology Development	3.48	Strongly Agree	Very Good

Objective 3: Significant difference in the status of the Hospitality Management

The figure serves as a visual diagnostic tool for the program's value chain. The indicators for Operations, Outbound Logistics, and Marketing/Sales show closely aligned bars, visually representing the "lack of statistical significance" ($p > 0.05$). This suggests that both those who implement the program and those who experience it agree on its core operational success.

However, a visible "Perception Gap" is evident in the remaining three categories. The most pronounced divergence is observed in Technology Development, where the bar for Personnel is noticeably lower than that for Students ($p = 0.002$). This visual gap underscores a critical finding: while students are satisfied with current technological tools, the personnel responsible for the infrastructure's back-end support and long-term sustainability of the IT infrastructure recognize a significant need for development. Similarly, the gaps in Inbound Logistics ($p = 0.034$) and Service ($p = 0.035$) highlight areas where the personnel's internal operational perspective is more critical than the student's external user experience.

Table 3. Analysis of Significant Differences in Program Status by Stakeholder Group

Indicator	p-value	Decision (Ho)	Interpretation
Operations	0.344	Accept	No significant difference
Outbound Logistics	0.335	Accept	No significant difference
Marketing and Sales	0.235	Accept	No significant difference
Inbound Logistics	0.034	Reject	Significant Difference
Service	0.035	Reject	Significant Difference
Technology Development	0.002	Reject	Significant Difference

Objective 4: Strategies and plans can be formulated for the sustainable development of the Hospitality Management program

Drawing from the Value Chain Analysis and the significant perception gaps identified between stakeholders, a strategic roadmap has been formulated. These strategies aim to

bolster the program's "Very Good" status and ensure long-term competitive advantage in the evolving hospitality landscape.

4.1 Curricular Agility and Industrial Alignment

To maintain a sustainable edge, the Hospitality Management program must ensure its curriculum remains a "living document" that evolves alongside industry standards. Strategic focus should be placed on integrating essential soft skills and technical competencies identified by industry leaders. This includes continuously adapting teaching methodologies to incorporate emerging pedagogical tools, ensuring that the program's core "Operations" remain relevant to a tech-driven workforce.

4.2 Strategic Resource and Facility Management

A robust value chain relies on high-quality Inbound Logistics. The institution must cultivate strategic partnerships with premier equipment suppliers to ensure students have access to state-of-the-art laboratories and facilities. Maintaining up-to-date physical assets directly correlates with student confidence and technical proficiency. Regularly reviewing educational materials to exceed industry requirements ensures that the institution's graduates possess a distinct advantage over peers from competing programs.

4.3 Stakeholder Ecosystem and Outbound Networking

Sustainability in "Outbound Logistics" is achieved through the formalization of an industry-alumni network. By strengthening ties with industry partners, the institution facilitates a seamless transition for students from the classroom to professional roles via internships, mentorships, and direct job placements. This collaboration not only improves employability but also enhances the institutional brand, making the program more attractive to prospective enrollees. Furthermore, leveraging alumni successes serves as powerful validation of the program's credibility.

4.4 Technological Transformation and Infrastructure

Given the significant divergence in perceptions regarding Technology Development, the researcher recommends an immediate focus on upgrading the IT infrastructure. Modern hospitality operations are inextricably linked to technology; therefore, the program must integrate industry-specific simulation software and high-level technical support. Furthermore, faculty development is essential to ensure educators are equipped to engage with these technologies effectively, creating a dynamic learning environment that reflects current global practices.

4.5 Student-Centric Quality Assurance and Internal Marketing

The final strategic pillar involves maintaining a high-feedback loop with students. When students are satisfied and perceive their education as industry-standard, they become the program's most effective "internal marketing arm." High graduate competency leads to strong employer impressions, which in turn attract the next generation of learners to seek admission, thereby creating a self-sustaining cycle of institutional growth.

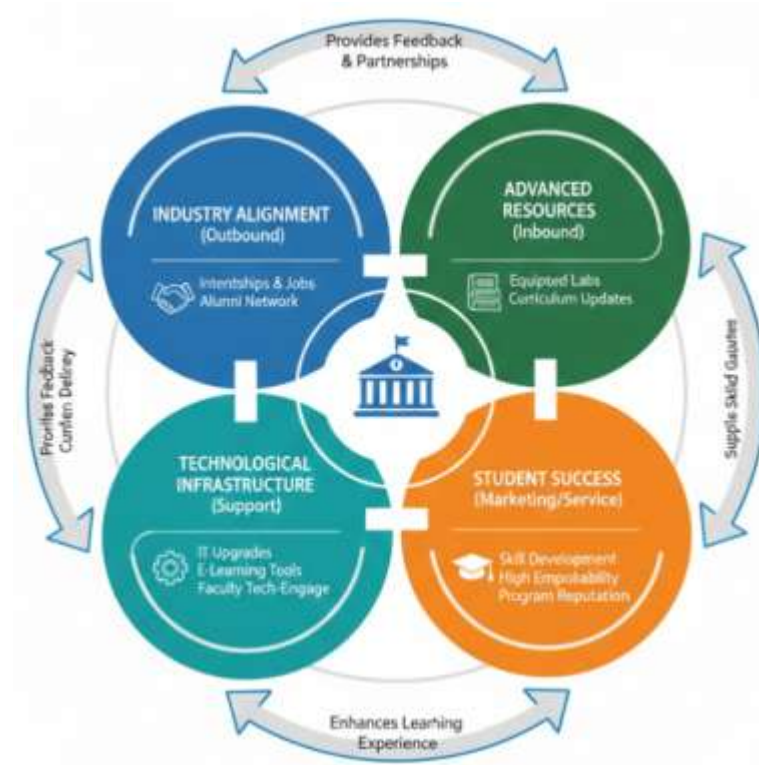


Figure 2. Sustainable Development Model for Hospitality Education

The above figure illustrates the Sustainable Development Model, in which the university serves as the central hub, connecting four critical quadrants: Industry Alignment (Outbound), Advanced Resources (Inbound), Technological Infrastructure (Support), and Student Success (Marketing/Service). The circular arrows indicate a continuous feedback loop: advanced technology supports faculty delivery, which enhances student competencies; these skilled graduates meet industry needs, leading to stronger industry partnerships. These collaborations, in turn, provide the resources and feedback necessary to further refine the curriculum and technology. This model shifts the program from a linear delivery system to a self-reinforcing ecosystem.

DISCUSSION

The study's findings reveal a hospitality program performing at a "Very Good" level but facing specific pressures related to the economic and technological shifts of the mid-2020s. Regarding Objective 1 (Demographic Profile), the heavy concentration of Gen Z respondents (85%) provides a critical lens for the study; as Goh and Baum (2021) note, this generation's professional goals have been shaped by pandemic-induced economic instability, leading to higher risk aversion and a profound concern for job security. This demographic reality directly informs the assessment in Objective 2 (Program Status via Value Chain Analysis), where "Operations" and "Outbound Logistics" received high marks because they address these students' needs for industry-aligned skills and employability. The program's curriculum serves as the "transformational resource" described by Lim et al. (2023), who argue that failing to update content to meet industry standards is counterproductive to professional readiness. Furthermore, the integration of generative AI and automation, viewed by Pavlik (2023) and Zhao et al (2022) as a reformation of educational quality, is evidenced by the "Strongly Agree" ratings in the program's technology-driven teaching methods.

The analysis of Objective 3 (Significant Differences) highlights a disconnect in "Inbound Logistics" and "Technology Development," where personnel were significantly more critical than students. This gap is significant because, as (Udvaros, 2019) suggest, logistical delays and outdated resource planning can increase turnaround times and damage the institution's bottom line. The personnel's more conservative rating indicates an internal awareness of the "research vacuum" identified by Akhtar et al. (2024) regarding the inclusion of Big Data and multidisciplinary logistics in hospitality curricula. This internal critique is a vital safeguard against "brain drain"; according to Elibal and Özceylan (2020), establishing strong technological and practical links within the academic environment is essential for a nation to retain its young, educated potential. Furthermore, the personnel's focus on structured service recovery mirrors the work of (Hewagama et al., 2019), which demonstrates that "staircased" empowerment and graduated autonomy are necessary to develop true job competence and service-recovery performance in a hotel context.

Finally, Objective 4 (Sustainable Development Strategies) leverages these insights to advocate for a more robust stakeholder ecosystem. The high value placed on outbound logistics—networking and alumni relations—reflects the necessity of a high-quality university education as a driver of regional competitiveness and growth (Crammond, 2023). As the hospitality sector grows in complexity, Buzzetto-Hollywood and Mitchell (2019) emphasized that educators must move beyond the classroom to strengthen relationships with all facets of the industry. This is reinforced by Mlotshwa (2021), who identifies the implementation of professional associations and vocational training as a global priority for achieving a higher level of professionalism. By adopting these strategies, the program ensures that its graduates are not only skilled but are also perceived as assets to their organizations, ultimately fulfilling the institution's role as a

producer of competent, "staircased" professionals ready to navigate the intricacies of modern hospitality operations.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that the Hospitality Management program achieves a "Very Good" status by effectively aligning its core operations with the professional needs of a risk-averse Gen Z demographic seeking job security in a post-pandemic economy (Goh & Baum, 2021). While the curriculum serves as a vital transformational resource for employability (Lim et al., 2023), significant discrepancies in technology and inbound logistics reveal that internal infrastructure and Big Data integration require urgent attention to prevent logistical inefficiencies and institutional "brain drain" (Udvaros et al., 2019; Elibal & Özceylan, 2020; Akhtar et al., 2024). To sustain this excellence, it is recommended that the institution aggressively invest in IT infrastructure and generative AI to bridge the "staircased" empowerment gap (Hewagama et al., 2019), while simultaneously formalizing alumni and industry partnerships to enhance regional competitiveness and professional growth (Crammond, 2023; Mlotshwa, 2021).

LIMITATIONS OF THE STUDY

While this study provides valuable insights into the Hospitality Management value chain, it is subject to several limitations that should be considered when interpreting the results. A primary constraint is the sample composition, which was heavily skewed toward students (82.2%), potentially introducing a "user-experience" bias that may not fully capture the operational complexities identified by personnel. Furthermore, the focus on a single institution may limit the generalizability of the findings to other hospitality programs with different resource levels or geographical contexts. As noted by Goh and Baum (2021), the specific risk-aversion traits of Generation Z are influenced by local economic conditions, which may vary across regions. Additionally, the study relies on self-reported data, which can be subject to social desirability bias and subjective interpretation of the Likert scale. Finally, while the research addresses the "research vacuum" regarding technology identified by Akhtar et al. (2024), it does not include a direct technical audit of the IT infrastructure, relying instead on perceived effectiveness. According to Lim et al. (2023), the rapid evolution of generative AI means that cross-sectional data can quickly become outdated, suggesting that the current findings represent a specific "snapshot" in time rather than a permanent state of the industry.

FUTURE DIRECTIONS FOR RESEARCH

Future research should shift toward a longitudinal analysis of graduate career paths to determine if high institutional satisfaction truly translates into long-term industry retention and leadership success. Additionally, there is a critical need to explore the specific impact of Generative AI and Big Data on curriculum design, and to address how

these technologies can be seamlessly integrated into practical training without compromising traditional service values. Expanding the study to include a broader geographic range of industry partners would also provide a more comprehensive understanding of the global "brain drain" and how specialized technology hubs within universities can better support local economic growth. Finally, investigating the changing psychological contract of the modern workforce could offer deeper insights into how educational institutions can better prepare students for the evolving emotional and technical demands of the global hospitality landscape.

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DECLARATIONS

Conflict of Interest

No significant conflicts of interest exist between the authors that are relevant to the article's content.

Informed Consent

All participants involved in the study provided informed consent.

Ethics Approval

Approval for conducting the study has been granted. The research protocol was reviewed and approved by the Research Ethics Committee of Trinity University of Asia.

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Author's Biography

Gerlie S. Higo, MBA, is an accomplished professional and a proud alumna of Trinity University of Asia, where she established a strong academic foundation with a Bachelor's degree in Hotel and Restaurant Management followed by a Master of Business Administration (MBA) in 2025. Currently a dedicated member of the Trinity University of Asia workforce, she seamlessly integrates her deep-rooted institutional knowledge with advanced management training. This unique combination of industry-specific expertise and leadership credentials positions her as a versatile leader committed to driving excellence within the very community that shaped her professional journey.

Dr. Ronald G. Manzano, DBA, is a distinguished academic leader, researcher, and author serving as the Dean of the Institute of Business and Management at Trinity University of Asia (TUA) in Quezon City. Specializing in the strategic evolution of the Philippine tourism and hospitality sectors, Dr. Manzano provides visionary leadership for the university's business programs, building on a diverse administrative background that includes serving as the Officer-in-Charge of the Student Affairs and Services Office. As a scholar, his work bridges the gap between academic theory and industry practice, contributing significantly to discourses on sustainable tourism and service excellence while remaining dedicated to the professionalization of the next generation of Filipino business leaders.

Louie S. Estepa, MBA, is a 2025 graduate of Trinity University of Asia, specializing in International Hospitality and Tourism Management. An alumnus of both the university's HRM and MBA programs, he brings nearly 18 years of international experience from Florida, USA, to the local industry. A Bronze Medalist in Professional Culinary and Pastry Arts and a specialist in the Wilton Method of Cake Decorating, Louie uniquely merges high-level culinary artistry with strategic business acumen. He is now dedicated to launching sustainable and innovative hospitality ventures that contribute to the growth of the global tourism sector.

John Fetalsana Rufon, LPT, DPA, Office of the University/Board Secretary, Romblon State University, 5505, Odiongan, Romblon. Hailing from Odiongan, Romblon, Dr. Rufon stands as a dedicated figure in leadership, education, and cultural advocacy. His early inclinations towards music and student governance paved the way for a distinguished path marked by academic excellence. He received the prestigious “Gerry Roxas Leadership Award,” which underscored his early leadership potential. As a licensed Professional Teacher, Dr. Rufon has been a cornerstone of Romblon State University since 2000, where he began teaching and later advanced to the significant role of Board Secretary V in 2013, a testament to his continued service and administrative capabilities.