



CORPORATE STRATEGY FOR HOSPITALITY MANAGEMENT PROGRAM UTILIZING INTERNAL – EXTERNAL MATRIX ANALYSIS

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ABSTRACT

Academic programs need to ensure relevance, competitiveness and responsiveness to industry demands, and therefore, they critically require strategic direction to those effects. Using the Internal–External (IE) Matrix Analysis, this study examined the strengths, weaknesses, opportunities and threats and the need for development of a corporate strategy for a hospitality management program. Many university level institutions provide hospitality programs, but no correspondence exists between academic strategy and institutional capabilities and environmental opportunities and threats. The main purpose of this research is to derive a suitable corporate strategy that matches the internal strengths and weaknesses of the hospitality management program with the external opportunities and threats and to maximize strengths, and utilize opportunities in the key areas of: program administration, faculty, curriculum, and instruction, laboratory, library, community extension services, and physical plant and facilities. The study used quantitative descriptive method and utilized the Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE) matrixes to determine strategic position of the program. It is found that the hospitality management program is in Cell I of the IE Matrix and, therefore, a "grow and build" strategy is recommended, which includes intensive strategies such as market penetration, market development and product development. According to these findings, the program should extend its offerings, explore new markets, and improve curriculum development in order to increase its relevance to institutions and competitive advantage. These strategic recommendations help academic leaders maintain and continue to elevate the performance of the program in a more dynamic educational environment.

KEYWORDS: Hospitality Management, Strategic Planning, IE Matrix, Academic Program Development, SWOT Analysis

INTRODUCTION

Higher education institutions (HEIs) are regarded as vital sources of quality workforce, innovation, and competence for any nation seeking to attain the optimal level of development (Balingbing, 2014). The trickle-down impact of the tourism industry has increased investment opportunities, company chances, and employment availability in a diverse range of businesses that require a competent workforce. Keeping up with the changing demands of the national and international tourism and hospitality industries, the regulations, standards, and recommendations indicated in the CMO 62 series of 2017 have been added to the Bachelor of Science in Tourism Management and Bachelor of Science in Hospitality Management curricula. Higher education institutions are necessary and precious components of contemporary society for obtaining and transforming knowledge required to alleviate underlying socio-economic, institutional, and technological issues. HEI responsibilities must not only be confined to providing knowledge but also to contributing to the preservation of a vibrant economy and, most importantly, to assuring graduates' dreams of getting jobs and becoming socially regarded and competent in their respective fields of endeavor (Meñez, 2014). As a result, colleges and universities are construed as agents of change and national development (Oshemughen & Oshemughen, 2014). Today's educational institution rivalry is increasingly competitive and tense. It is

demonstrated through innovation in developing academic efficiency, infrastructural facilities, attracting new students and educators, and various other competitions. As an academic institution, it must deliver the products and services required to reach the desired results (Javier, 2012).

HEI thrust is generally about the nation's educational efforts; therefore, effective management is required. More value offered by educational institutions means good management and necessitates a strategy. The Strategy for enhancing education quality is inextricably linked to quality management or continuous improvement at school. Strategies are defined in Strategic Management as multiple methods for achieving goals or "means to an end" (Keban, Arifin, & Wahyono, 2019). Porter stated that strategy is a very important tool for achieving competitive advantage (Ponangsera, 2013). SWOT analysis can be used to develop or discover educational management strategies. It is an analytical technique frequently used in organizational strategic planning and management. The Hospitality (hotel and restaurant) Management HM program is considered the flagship course of the PWC, a private non-stock, non-profit, non-sectarian coeducational institution in Davao City. It is a regional Philippine Women's University regional school in Taft Avenue, Manila, and operates under the PWU Systems. The school also expanded its offerings to meet the growing needs of



the city and the region for skilled human power. The HM program over the years, has expanded its population and extended its horizon to different culinary and bartending, both in local and national competitions. The vision of the Hospitality Management Program is to become a world-class institution providing quality education to develop highly competent, globally competitive, and socially responsible graduates for the hospitality industry. At the same time, the Program's mission is to offer a dynamic and soaring academic environment that molds the students to become globally competitive in the field of the Hospitality Industry. The vision and mission statement of the Program, although the target year of realization is somewhat lacking, it is currently achieved through its graduates who have become supervisors, managers, and entrepreneurs in the Philippines as well as across different corners of the world. The Program aims to prepare students for a career in management in the food service and hospitality industries. The Program contains a significant management component that covers problem-solving, forecasting, and human resource management.

Although SWOT analysis has gained extensive popularity in educational strategic planning according to Benzaghta et al. (2021) and Phadermrod et al. (2019), there is a gap in the literature on the integration of the method with mixed methods approaches for comprehensive program evaluation in hospitality education. Recent literature focused on the value of merging qualitative insights with quantitative tools such as IE matrix to formulate actional strategies (Creswell & Plano Clark, 2023; Phadermrod et al., 2019). However, very few have taken the trouble to systematically examine how such integration may be able to guide such curriculum and management choices in the Philippine context. By using a sequential mixed methods design, this study closes the gap by adding to both the methodological as well as practical advances in educational strategic planning.

To establish a world-class hospitality management program that provides quality education to produce highly competent, globally competitive, and socially responsible graduates. The program objectives are 1.) Improve students' knowledge by exposing them to multidisciplinary courses using management applications; 2.) Provide fundamental knowledge and skills required to prepare individuals for management positions within the hospitality industry; 3.) Exhibit entry-level proficiency in sales and marketing principles; 4.) Appreciate the Program's performance-based training's critical role in raising the level of excellence necessary in today's corporate world; 5.) Develop graduates with a comprehensive level of managerial and technical skills, allowing them to immediately be productive in the workplace. To further strengthen the programs' commitment to continuing the legacy of success in shaping the students into future leaders who would be productive and globally competitive industry personnel.

OBJECTIVES

Specifically, the study aimed 1) to examine the Strengths, Weaknesses, Opportunities, and Threats of the HM Program in terms of a) Program Administration, b) Faculty, c) Curriculum, and Instruction, d) Laboratory, e) Library, f) Community Extension Services, g) Physical Plant and Facilities. Further, this

study aims 2) to formulate appropriate strategies to maximize strengths, minimize weaknesses, utilize opportunities, and overcome threats to fully realize the HM program's full potential.

METHODOLOGY

This study employed a sequential exploratory mixed methods design within a descriptive approach to comprehensively analyze the Hospitality Management program. According to Creswell and Plano Clark (2023), this design is particularly appropriate when the researcher needs to first explore an experience qualitatively before measuring or testing it quantitatively. The sequential exploratory design allowed for a thorough examination of the program's strengths, weaknesses, opportunities, and threats through multiple data perspectives. In the initial qualitative phase, interviews were conducted to collect written perceptions from key stakeholders. This approach facilitated an in-depth understanding of the program's internal and external factors through participants' lived experiences. Following Morse and Niehaus's (2009) guidance on mixed methods procedures, the researcher then transitioned to the quantitative phase where data were systematically analyzed using Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE) matrices. The integration of data, which is a critical element in mixed methods research, occurred at the analysis stage where qualitative findings informed the development of weighted factors in the IFE and EFE matrices.

SAMPLING DESIGN

The study utilized the purposive sampling technique since it entails locating and identifying individuals or groups of individuals who are exceptionally knowledgeable about or experienced with a topic of concern (Creswell & Plano Clark, 2011). About knowledge and experience, Bernard and Spradley (as cited in Palinkas et al., 2015) emphasize the necessity of being available and willing to participate as well as the ability to communicate experiences and viewpoints in an articulate, expressive, and reflective manner.

GEOGRAPHICAL AREA

The qualitative data were derived from the 11 key informants employees under the Hospitality Management program of the school, including the program head, faculty, laboratory custodian, library staff, community extension services, school administrators, and the finance department head. The Hospitality (hotel and restaurant) Management HM program is considered the flagship course of the PWC, a private non-stock, non-profit, non-sectarian coeducational institution in Davao City. It is a regional Philippine Women's University regional school in Taft Avenue, Manila, and operates under the PWU Systems.

STATISTICAL DESIGN

The SWOT analysis process begins with determining the Internal Factor Evaluation Matrix (IFEM), which focuses on identifying and evaluating a company's internal strengths and weaknesses. The Internal Factor Evaluation (IFE) Matrix is a strategic tool that highlights and assesses the primary strengths and weaknesses within a business's functional areas, laying the groundwork for understanding and analyzing their



interrelationships (David, 2019). In this approach, a panel of experts assigns each internal factor a weight between 0 and 1, reflecting its relative importance to the firm's success, with the total sum of all weights equaling 1.0. Each factor is then rated from 1 to 4, where 1 and 2 indicate weaknesses and 3 and 4 indicate strengths. The weighted score for each factor is calculated by multiplying its weight by its rating, and the sum of these weighted scores provides the organization's overall internal evaluation score. Following the internal assessment, the External Factor Evaluation Matrix (EFEM) is used to analyze external opportunities and threats. The External Factor Evaluation (EFE) Matrix systematically examines factors such as economic, social, cultural, demographic, environmental, political, governmental, legal, technological, and competitive influences (David, 2019). Each external factor is assigned a weight based on its significance to the industry, ensuring that the total weights sum to 1.0. These factors are also rated from 1 to 4, with higher ratings representing greater opportunities and lower ratings indicating more significant threats. The weighted scores are determined in the same manner as the internal evaluation, and the sum reflects the organization's ability to respond to external conditions. Both IFEM and EFEM offer structured, quantitative methods for understanding a business's strategic position. By systematically weighing and rating internal and external factors, these matrices help organizations prioritize issues, allocate resources, and develop strategies that leverage strengths and opportunities while addressing weaknesses and threats. This comprehensive approach supports informed

decision-making and long-term organizational success (David, 2019). After calculating the IFEM and EFEM scores, organizations can use tools like the Internal-External (IE) Matrix to determine their strategic position and recommend actions. The IE Matrix plots the IFEM and EFEM scores to categorize the organization into one of nine cells, each suggesting different strategies such as growth, hold, or divestiture. Divisions in cells I, II, or IV are typically advised to grow and build, while those in cells III, V, or VII should hold and maintain, and those in cells VI, VIII, or IX are often recommended to harvest or divest. This systematic approach ensures that both internal capabilities and external realities are integrated into strategic decision-making.

RESULTS

Internal Factors Evaluation Matrix (IFEM). Based on the analysis of the internal environment of the school's Hospitality Management program, several internal factors were obtained in the form of strengths and weaknesses. The score for each factor results from multiplying the weight and rating, indicating how well the Program has utilized or minimized these factors. The results of the (IFE matrix) analysis are 26 internal strategic factors consisting of 14 strength factors and 12 weakness factors, all in the areas of program administration, faculty, curriculum and instruction, laboratory, community extension services, Library, and physical plant and facilities as presented in table 1.

Table 1. Hospitality Management Program IFE Matrix

Internal Factors	Weight	Rating	Weighted Score
Strengths			
1. Duties and Responsibility of the personnel of the program is clearly specified in the administrative manual.	0.07	4	0.28
2. The program offers classes for weekend college to students.	0.06	4	0.24
3. The Program offer 9 NCII TESDA courses	0.04	4	0.16
4. Devoted and responsible HRM faculty members. Four out of five have Masters' degree and all are NCII and NCIII holders.	0.07	4	0.28
5. The Program's curriculum based on CMO of CHED is a combination of competency-base, professional-driven and business-core subjects following an outcomes-based instruction.	0.05	4	0.2
6. Presence of six laboratory areas for different hospitality skills requirement such as front office, housekeeping, kitchen-hot and cold, laundry, bar, and dining/banquet with well-trained laboratory staff.	0.07	4	0.28
7. Laboratory area have met the CHED standard. and has an annual budget for the laboratory materials and equipment.	0.04	4	0.16
8. Also, a well-defined roles and functions in the organizational structure and an existing partnership with Property Management System and Global Distribution System provider.	0.03	4	0.12
9. Dedicated community extension program personnel.	0.04	4	0.16
10. Availability of books with local and foreign authors and other references for general education and OBE books for business-core subjects.	0.04	4	0.16



11. Well organized library headed by qualified library personnel and with annual budget for book acquisitions and other reference materials.	0.03	4	0.12
12. Availability of computer units and online subscriptions for references and catalogues like ERIC, ProQuest and online journals are also available.	0.04	4	0.16
13. The physical structure and facilities of the school is well built and organized.	0.03	4	0.12
14. There is an efficient online and interactive services for the students. Also, student area with lounge space and WIFI	0.04	4	0.16
Total	0.65		2.6

Weaknesses

1. Program Chairperson's unfinished master's degree and lack of industry work experience.	0.02	2	0.04
2. The program lacks promotion and marketing to stakeholders and target market and has limited linkages with the major hospitality and tourism industry players.	0.05	2	0.1
3. Faculty lack industry work experience, lesser participation in research activity and minimal community linkages.	0.04	2	0.08
4. One out of five faculty members with no masters' degree. Lack of faculty development program and budget	0.02	1	0.02
5. Standard assessment procedures, monitoring of students' outcomes and programing of subjects need enhancement.	0.03	1	0.03
6. Kitchen equipment is not at par with what is used in the industry, also it lack of periodic maintenance and operational laboratory manual. Not all equipment can be use by all students easily. Laboratory tools and items needs to be updated as well. .	0.03	1	0.03
7. No community extension program for HM department.	0.02	2	0.04
8. Library's internet speed needs enhancement.	0.03	2	0.06
9. Subscription to international journals is not consistent.	0.03	1	0.03
10. Inadequate ratio of some books. Also, insufficient space to accommodate students.	0.04	2	0.08
11. Lack of evaluation tool to assess the level of satisfaction of the students in the area of library.	0.02	1	0.02
12. Facility is not comparable with the industry standard facilities.	0.02	1	0.02
Total	0.35		0.55
Total Score	1		3.15

Based on the results of the IFE matrix in table 1, the top four internal strategic factors as the strengths of the hospitality management program include having specified duties and Responsibilities of the personnel of the Program stipulated in the administrative manual, devoted and responsible line-up of HM faculty members and the presence of six laboratory areas for different hospitality skills requirement all with a weighted score of 0.28. Followed the Program's weekend classes for working students and the program chairperson's several affiliations, and being a national assessor of TESDA made it the top strength of the Program with a weighted score of 0.24. It means that job transparency, as perceived by the program

faculty personnel, is essential to properly execute what is expected of them or even motivate them to go beyond the required tasks. It also encourages them to be devoted to working. According to Yakar, Keskin and Oral (2020), in effective and successful schools, teachers should continue to work diligently against the challenges they experience to be more beneficial for their students and to achieve the school's goals more effectively and rapidly. While in laboratory-style classes, students acquire essential to advanced procedures, preparing them for many parts of the industry. (Dang and Moreo, 2021). On the other hand, the Program's initiative to offer weekend classes is timely, Remenick and Bergman (2020)



states that more working adults return to college after some time in the workforce due to increased demand for a higher education degree for promotion.

Meanwhile, the internal factor that became the most significant weakness is that the Program lacks promotion and marketing campaign to stakeholders and target market and has limited linkages with the major hospitality and tourism industry players with a weighted score of 0.1. Addressing this weakness is necessary for the Program to achieve its goal. A rising number of higher education institutions recognize the necessity to promote themselves in a competitive environment. There is a substantial body of scholarly work on transitioning well-established marketing techniques and principles from other industries to higher education. (Qi, 2015). Taylor, J. (2021) mentioned that implementing a marketing strategy will enable the institution to fully identify its major target customers and market segment, ranging from potential students and learners to staff members, as well as their wants and requirements. Also, promotion and marketing campaign is vital for the course program to generate enrollees, but with the limitation of the Program, it failed to connect to its potential students. Moreover, the faculty's lack of industry work experience, lesser participation in research activity and minimal community linkages, and the inadequacy of books ratio and space concern

in the Library got a 0.08 weighted score. The faculty knew participating in research activity was essential but failed to comply. Therefore, Strategy to address the issue is needed. Faculty doing research can help identify 'problems' in their schools and classrooms and offer investigative approaches to address them. Professors also methodically examine and assess the results in light of their professional knowledge and share the findings with others while enacting change in their classrooms (Chow et al. 2015). Based on the results of the IFE matrix, the total score of the Hospitality Management program of the school is 3.15, which indicates that the institution can take advantage of its internal strengths and minimize its weaknesses.

External Factors Evaluation Matrix (EFEM). The EFE matrix in Table 2 identifies the Program's external condition factors in the form of opportunities and threats for the school's hospitality management program. The score for each factor results from multiplying the weight and rating, indicating how well the Program has utilized or minimized these factors. The results of the (IEFE matrix) analysis are 32 external strategic factors consisting of 16 opportunities and 16 threat factors in the hospitality management program's administration, faculty, curriculum and instruction, laboratory, community extension services, Library, and physical plant and facilities.

Table 2. Hospitality Management Program EFE Matrix

External Factors	Weight	Rating	Weight score
Opportunities			
1. Growing demand for hospitality management graduates.	0.05	4	0.2
2. ASEAN community.	0.05	4	0.2
3. International workshop and trainings related to Hospitality Management program	0.06	4	0.24
4. Several workshops and seminars offered by the Industry and DOT.	0.04	4	0.16
5. Industry immersion for faculty.	0.05	4	0.2
6. Increasing demand for TESDA assessor.	0.03	4	0.12
7. Presence of schools in Davao City offering master's degree program in HRM.	0.05	4	0.2
8. CHED requirement is only minimum qualifications	0.03	4	0.12
9. Presence of hospitality courses in ASEAN schools.	0.05	4	0.2
10. Existing affiliated establishment open for collaboration	0.05	4	0.2
11. Trainings offered by industry for Laboratory staff	0.03	4	0.12
12. Support from annual budget to upgrade laboratory materials and equipment.	0.02	4	0.08
13. Alumni Association of hospitality management graduate.	0.03	4	0.12
14. Availability of Book fair in the city.	0.03	4	0.12
15. Presence of latest technology to upgrade facilities.	0.03	4	0.12
16. Presence of tourism and hospitality journals and e-book subscription	0.04	4	0.16
Total	0.64		2.56
Threats			
1. Existence of other schools offering HRM program.	0.03	2	0.06



2. Perception as technical program due to presence of other TESDA training center on hospitality skills.	0.02	2	0.04
3. Perception as “school for the elite”	0.02	1	0.02
4. Much higher salary package by other school for faculty.	0.03	2	0.06
5. The increasing demand of workers abroad.	0.02	1	0.02
6. The increasing demand in the local and national Hotel industry.	0.02	1	0.02
7. Lack of OBE books related to the major subjects in tourism and hospitality management.	0.02	1	0.02
8. High priced standard laboratory equipment for kitchen.	0.03	2	0.06
9. Limited local service center for kitchen laboratory equipment.	0.03	2	0.06
10. Accrediting body requires a sustainable community extension program.	0.02	1	0.02
11. Continuous price increase of books	0.02	1	0.02
12. The increasing demand to update learning materials.	0.02	2	0.04
13. CHED requirement	0.02	2	0.04
14. The fast changing trends of building technology and structure design	0.02	2	0.04
15. The increasing price of building materials, repairs and maintenance.	0.02	1	0.02
16. Changing trends of library technology	0.02	1	0.02
Total	0.36		0.56
Total Score	1		3.12

Based on this matrix, the factor that becomes the foremost opportunity for the hospitality management program is the existence of international workshops and training related to the Hospitality Management program, with a score of 0.24. International training has several elements that include study abroad programs, exchange students, international students, faculty mobility, and international development projects. The presence of one or more of these activities is often held as proof that an institution is internationalized. Faculty and students who participate in these activities report that the experience generates the kind of deep learning that often leads to an attitudinal change in the individual. (Bond and Huang, 2003). Meanwhile, the main threat factors faced by hospitality management programs are the existence of other schools offering HRM programs with much higher salary packages by another school for faculty. This factor might influence the teachers' motivation, as Rasheed, Aslam and Sharwar (2010) put their opinion that motivation is crucial to any educational system's long-term success and performance. Similarly, Rasheed, et. al. (2010) stressed that teacher motivation is essential for several reasons. Also, the external factors of high-priced standard laboratory equipment for the kitchen and the limited local service center for kitchen laboratory equipment got a score of 0.06 each. Based on the results of the EFE matrix, the total score for the Hospitality Management program of the school is 3.12, which indicates that the company can take advantage of opportunities and avoid external threats.

IE Matrix Analysis. After going through the EFEM external factor analysis and IFEM internal factor analysis, the next stage in the strategy formulation process is the matching stage. The method used for this stage is mapping using the Internal-External (IE) matrix. This mapping process is carried out to make it easier to determine alternative strategies. The IE matrix is prepared by combining the values obtained in the EFEM matrix and the IFEM matrix. The results of the two matrices were the input for the IE matrix to determine the position of the school's Hospitality Management program. Based on the analysis of the EFEM matrix, the total score for the external critical factor of the Program is 3.12, and the score from the IFEM matrix is 3.15; the results of this score indicated the position of the Hospitality Management program through the IE matrix with coordinates (3.15; 3.12). The IE matrix for the Hospitality Management program is shown in Figure 1. The figure shows that the position of the Hospitality Management program is in Quadrant I (grow and build Strategy), which means intensive and aggressive tactical strategies. The strategies should focus on market penetration, market development, and product development. From the operational perspective, backward, forward, and horizontal integration should also be considered (Maxi-Pedia, 2022).

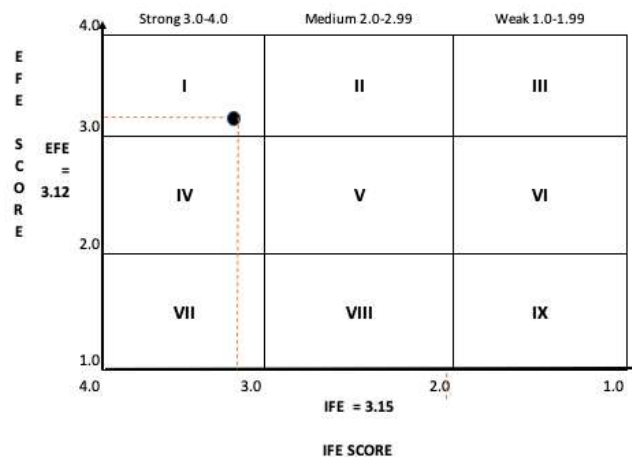


Figure 1. Internal External Matrix

The analysis of the internal-external factors of opportunity, threat, strength, and weakness resulted in a set of alternative strategies described as follows: Product development involves course innovation for existing markets and may involve new courses derived from technical developments or adaptation and improvements explained by Kotler & Fox (as cited in Ahmed, Shimul and Zuñiga, 2015). In order for the product (Program) development strategy to succeed, then the hospitality management program of PWC in the area of program administration and faculty needs to: (a) tie up with the best hotels and restaurants in the city and conduct one to two months of industry immersion for faculty and laboratory custodians; (b) provide research training and research incentive to faculty members or assist in applying for research grants; (c) require faculty to have at least two community linkages per school year and conduct research that contributes to social and community development; (d) determine the training need of the faculty and include in annual budget allocation for faculty professional development training program; (e) review and enhance the current salary scheme, benefits, incentive and promotional plan of the faculty and include additional benefits like travel incentive (based on tenure). In implementing the development in the areas of curriculum and instruction, and laboratory, the following strategies should be considered: to improve the subject programming and assessment, the Program must create a subject assessment panel with the responsibility to develop, improve and implement the assessment process; strictly implement and monitor learning outcome per year level of students with the use of assessment tool to be conducted per year-level; partner with the industry practitioner representative as a teaching partner in the professional subjects; develop OBE learning materials or module based on what the industry required; to acquire the type or kind of equipment the industry are using, purchase equipment from industry suppliers; to implement proper utilization of the laboratory equipment by the students, collect equipment usage fee aside from the existing laboratory fees. The collected amount will be used for regular preventive maintenance, repairs, and replacement; must create a laboratory manual to improve the tools and equipment inventory system, as well as regular updating of tools; include in the student assessment the recognition and proper usage and maintenance of kitchen tools and equipment. Also, conduct equipment functionality checks after use; (n) include the

industry standards and guidelines from good manufacturing practices (GMP) and HACCP in the laboratory manual. Strategies to implement in the area of Library, physical plant and facilities, and community extension services are: implement a motivational Program for library visitation and require book references in every student's reports, assignments, and research; allocate a budget for an annual subscription of journal and e-books; allocate budget for updating learning materials and follow five copies of books per topic; relocate Library to a much bigger and spacious site; create or subscribe a library online system; assign specific faculty as community extension service in-charge for the Program, apply equivalent units for the particular assignment. Part of the initial responsibility is to identify a specific community as a partner and their need for training or assistance from the Program; to ensure consistent activity with the identified community; to include community extension in every semestral activity of the Program and make an evaluation at every end of the activity.

Market penetration, as Kotler and Murphy (2017) state that under this Strategy, the institution seeks to gain more significant numbers of students similar to those enrolled by relying on existing programs. In order for the penetration market strategy to succeed, then the hospitality management program of PWC needs to: (a) offer online courses utilizing prepared modules; (b) create linkages with the higher education institutions within the ASEAN community, forming an international collaboration with the academe offering Hospitality Management program; (c) offer short courses as another business opportunity; (d) increase promotional activities by tapping alums with a higher position working in the industry to provide testimony about the Program; (e) increase the reach and quantity of promotions by utilizing a variety of promotional media channel such as different online and traditional platforms.

SUGGESTIONS

Based on the study's findings and conclusions, the researcher prepared the following recommendations for the PWC BSHM program to continue to address some of these challenges and continue to grow.

The Program should continue to enhance the student's skills development and academic success by improving the hiring



processes and procedures of teaching personnel in the Program; enhance the research capability of the teaching personnel of Program by creating research team and collaborate with other universities and colleges in doing research and also implement the research incentives of the faculty and staff; accelerate faculty and personnel support for growth development to meet the CHED and accrediting body requirements; expand the Program's visibility throughout the city by means of promotion and advertising program; increase more linkages using program head's affiliation; create an OBE team, who will be responsible in resolving the issues, difficulties in its implementation including the formulation of standard assessment to be used and the procedure of gathering the evidences of the learning outcome; develop an interactive website which will contain video of student's skills, testimonies and other informative content about the Program. It can also be used as a form of Program advertisement.

Furthermore, the Program can also enforce the creation of laboratory guidelines and standard manuals to cover every detail of laboratory management. Support the equipment's pre-emptive maintenance by involving the students in the implementation. Conduct a need analysis of the identified community partner, so that effort and activity will follow their necessity; transact only with the building experts and always consider design flexibility whenever a new building or facilities are put up. The following are recommendations for the Program to continuously align itself in realizing its vision, goals, and objectives. It needs to intensify on the strong points and take advantage of the possibilities available to continue to grow and overcome challenges.

The Program can expand faculty's capability by sending them to TESDA Trainers Methodology training and becoming TESDA national assessors. Implement an outcomes-based education information drive to parents and students to address issues on the student's involvement regarding OBE implementation. Enhance the present building and facilities of the school by repainting it with a new look and applying green practices such as installing solar panel systems. Use recycled water to maintain the plants; implement new short courses by utilizing the existing computer laboratory as an additional source of revenue for the school and additional students for the Program and establish an effective retention program for the students and faculty.

CONCLUSION

Based on the analysis of this study, the following conclusions are drawn: The organization and management of PWC have made an exemplary achievements in the HM program administration, curriculum, instruction, faculty, and laboratory area for over sixty years of operations. Although the school is a non-stock, non-profit, coeducational institution whose funds depend solely on the student's tuition fees, it can adequately utilize the resources and provide several facilities to support their skills development. It has already produced several quality graduates, particularly in the BSHRM program.

The Strategic intent of the Hospitality Management Program of the PWC is not only to become a leading institution that offers a course in Hotel Management in Davao City but also to be the

best option for aspiring students to enable them to work in the hospitality industry both locally and globally. Regardless of the school's limited resources to support budget allocation for personnel development, the PWC, particularly in the BSHM program, can retain a committed and passionate set of qualified, dedicated faculties and personnel. Some of its strengths are the OBE implementation and nine TESDA-accredited programs. The strategies identified in this study, if not correctly implemented, will result in disadvantages to the school.

AREA FOR FURTHER RESEARCH

Although this mixed methods approach provided rich and useful insights, the study has a limitation of studying only one institution, which may limit generalization. Moreover, the conversion of qualitative perceptions to quantitative matrix scores could be systematic but also subjective. For future research, in order to validate and expand upon these findings consider multi-institutional studies and longitudinal designs.

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