

FACTORS AFFECTING CAREER CHOICE AND OJT PERFORMANCE AMONG HOSPITALITY MANAGEMENT STUDENTS

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ABSTRACT

This study examined the factors influencing career choice and On-the-Job Training (OJT) performance of Hospitality Management students at Capiz State University Sigma Satellite College. Utilizing a descriptive-correlational research design, the study explored how personal, familial, and institutional factors shape students' decisions and experiences in the hospitality field. Specifically, the investigation focused on the influence of parental pressure, personal interest, financial support, and self-capacity on career choice, as well as the impact of supervisory support, peer support, and self-efficacy on OJT performance. Data were collected through a structured survey questionnaire and analyzed using descriptive and inferential statistics to determine relationships and differences across groups. Findings indicated that students' career choices were strongly influenced by their personal interests, awareness of their own capabilities, and the support they received from their families, while parental pressure had a minimal effect. Regarding OJT performance, self-efficacy emerged as the most influential factor, highlighting the role of confidence and personal initiative in practical learning experiences, followed by the support of supervisors and peers. The study also revealed no significant differences in career choice or OJT performance when students were grouped by gender or socio-economic background, suggesting that intrinsic motivation and individual preparedness play a more pivotal role than demographic factors. Importantly, a positive relationship was observed between career choice factors and OJT performance, indicating that students who are motivated and guided in their career decisions tend to perform better during practical training. These findings emphasize the importance of

fostering self-awareness, interest-driven decision-making, and supportive learning environments to enhance both career readiness and practical performance. The study recommends that educational institutions and families provide guidance and encouragement that strengthens students' confidence, aligns career aspirations with personal interests, and supports experiential learning to optimize professional growth in the hospitality industry.

Keywords: *Internship, Employment, Hospitality Industry, Tourism Industry, Human Resource Management*

INTRODUCTION

The hospitality industry is recognized as one of the most dynamic and rapidly expanding sectors worldwide, offering a spectrum of career opportunities in tourism, hotels, restaurants, and event management; consequently, students pursuing a degree in Hospitality Management must carefully navigate career decisions and perform effectively during on-the-job training (OJT) to ensure future success. In this context, various factors—ranging from personal interests and socio-economic background to parental influence, institutional support, and industry exposure—play a pivotal role in shaping both career choices and OJT outcomes. For instance, Ahmed and Ahmad (2017) asserts that students' career decisions are driven by intrinsic motivations, such as passion for hospitality, and extrinsic considerations, including job availability and anticipated income. Moreover, OJT performance, which serves as a bridge between academic learning and practical application, is influenced by individual attitudes, mentorship quality, and workplace environment (Laguador, 2013). It follows that in a field where service quality and interpersonal skills are critical, students' adaptability, communication abilities, and hands-on knowledge become essential for excelling in industry placements.

Furthermore, family expectations and cultural norms significantly shape career trajectories, as proposed by (Lent et al.,1994) Social Cognitive Career Theory, which highlights the impact of self-efficacy beliefs and outcome expectations on career development. Accordingly, students with strong self-confidence and supportive networks often perform better during OJT, aligning with employer expectations (Bandura, 1997). Nevertheless, despite high graduation rates, not all hospitality students pursue industry careers, owing to perceptions of low wages, limited promotion opportunities, and unsociable working hours, which collectively contribute to a negative industry image Sasam and Tanaka (2021). Moreover, pre-internship experiences and organizational practices influence students' career outlooks, with suboptimal internships potentially diminishing interest in long-term industry engagement (Reyes, 2019). Consequently, high-quality internship programs remain critical for cultivating the competencies and attitudes necessary for delivering exceptional service, which ultimately underpins customer satisfaction and competitive advantage (Mendoza et al.,2022).

Grounded in Mezirow's (1997) Theory of Transformative Learning, this study investigates how students navigate disorienting dilemmas and engage in critical reflection to adapt to

career challenges, emphasizing self-evaluation and experiential learning as mechanisms for enhancing career readiness. International studies reinforce the significance of self-efficacy, academic expectations, career exploration, and cultural adjustment in shaping career intentions and OJT performance (Matriano et al., 2021). Likewise, local research highlights competencies in communication, teamwork, technical skills, and human relations as decisive factors in workplace readiness, stressing the need for structured internships, career counseling, and institutional support to optimize student outcomes (Dela Cruz, 2021).

By integrating these insights, this study aims to provide a comprehensive understanding of the personal, academic, and institutional determinants affecting career choice and OJT performance among Bachelor of Science in Hospitality Management students at Capiz State University, Sigma Satellite College, thereby informing strategies to enhance employability and professional development.

Research Questions

This study aimed to determine the factors that affected career choice and OJT performance of Hospitality Management students of Capiz State University Sigma Satellite College.

Specifically, this study sought to answers to the following questions:

1. What is the socio-demographic profile of the Hospitality Management students in terms of gender and family monthly income?
2. What are the factors affecting career choice of Hospitality Management students in terms of parental pressure, interest, financial resources and self-capacity?
3. What are the factors affecting OJT performance of Hospitality Management students in terms of supervisory support, peer support and self-efficacy?
4. Is there a significant difference on the factors affecting career choice of Hospitality Management students when they are grouped according to gender and monthly family income?
5. Is there a significant difference in the OJT performance of Hospitality Management students when they are grouped according to gender and monthly income?
6. Is there a significant relationship between the factors affecting career choice and OJT performance of Hospitality Management students?

METHODOLOGY

The study employed a descriptive survey-correlational research design to collect and analyze data while examining the relationships among the variables under investigation. Descriptive research allowed the researchers to gather qualitative information and transform it into quantitative insights, providing a systematic depiction of the respondents'

characteristics (Nassaji, 2020). In parallel, the correlational aspect facilitated the identification of patterns and associations between variables, enabling an understanding of potential cause-and-effect relationships (Fraenkel & Wallen, 2021; Creswell, 2022). Specifically, the study aimed to determine how factors such as parental pressure, personal interest, financial support, and self-capacity influenced the career choices of fourth-year Bachelor of Science in Hospitality Management (BSHM) students, as well as how supervisory support, peer support, and self-efficacy affected their on-the-job training (OJT) performance.

Conducted at Capiz State University Sigma Satellite College during the second semester of S.Y. 2023–2024, the study involved 140 respondents, drawn from a population of 213 fourth-year BSHM students, with the sample size computed using Cochran's (1977) formula to ensure statistical reliability. Data were collected via a structured, researcher-made survey questionnaire, divided into three parts: Part I collected demographic information, Part II assessed career choice factors, and Part III evaluated OJT performance determinants. Online administration of the questionnaire, following permission from the program chair, ensured accessibility and convenience for respondents while adhering to ethical standards, including informed consent and confidentiality of responses.

For data analysis, responses were collated, scored, and processed using IBM SPSS Statistics Version 26. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were utilized to summarize demographic characteristics and the distribution of responses, whereas inferential statistics such as t-tests, ANOVA, and Pearson's *r* correlation were employed to examine relationships and differences among variables at a 0.05 alpha level of significance. Scoring was interpreted using a 5-point Likert scale, ranging from "Very Low" to "Very High," providing clear verbal interpretations for each indicator. Results showed that of the 140 respondents, 55.7% were female and 44.3% male, reflecting typical gender trends in BSHM programs. Regarding family income, the majority of students (51.3%) came from households earning Php 10,000 or less per month, indicating the potential influence of financial constraints on career decisions and academic performance.

These findings underscore the importance of support mechanisms, whether through institutional guidance or financial aid, to ensure equitable opportunities for career development and successful OJT experiences among students from diverse socio-economic backgrounds.

RESULTS

Factors Affecting Career Choice in terms of Parental Pressure, Interest, Financial Resources and Self Capacity

Table 2 demonstrated the factors affecting Hospitality Management students regarding their career choice in relation to parental pressure, interest, financial means,

and self-capacity. Data showed that the students' parents provided financial support for their chosen course and received the highest mean of 4.40, which was verbally interpreted as "Very High." Similar to self-capacity, which had a score of 4.40, verbally interpreted as "Very High," this indicated that the majority of Hospitality Management students were highly aware of their self-capacity regarding their course-taking. This was followed by Interest, with a score of 4.36, verbally interpreted as "Very High." Parental Pressure received the lowest mean of 3.40, verbally interpreted as "Average." (Lee, P. and Lee, A.,2018) studies had shown that the main intrinsic factors responsible for influencing career choice decisions included an individual's personality, interests, self-concept, attitudes, and cultural identity. However, there were also those who chose to follow careers they were passionate about, regardless of the prospects of the benefits, as a career is a critical element in determining an individual's daily routine, life activities, standard of living, and the spiritual and social aspects of life.

This overall "Very High" perception, however, needed to be interpreted cautiously, as students' perceptions may have been unrealistic. This might have affected their overall perceptions about careers in the industry. If these unrealistic expectations were not met, students or graduates could have become disappointed and, hence, had negative feelings towards careers in the industry.

Table 2. Factors Affecting Career choice of Hospitality Management Students

Career Choice	Mean	Verbal Interpretation
Parental Pressure	3.40	Average
Interest	4.36	Very High
Financial Support	4.40	Very High
Self- capacity	4.40	Very High
Grand Mean	4.14	High

Legend: 4.21-5.00 = Very High; 3.41- 4.20 = High; 2.61- 3.40 = Average; 1.81- 2.60 = Low; 1.00- 1.80 = Very Low

Factors Affecting OJT Performance in terms of Supervisory support, Peer support and Self- efficacy

Table 3 showed the OJT performance of Hospitality Management students in terms of supervisory support, peer support, and self-efficacy. Data showed that Self-Efficacy had the highest mean of 4.41, which was verbally interpreted as "Very High". This was followed by supervisory support, with a mean of 4.28, verbally interpreted as "Very High". Peer support received the lowest mean of 4.05, verbally interpreted as "High". This result implied that Hospitality Management students were greatly affected by Self-Efficacy in their OJT performance. The concept of self-efficacy was central to Albert Bandura's social cognitive theory (Bandura, 2023), which emphasized the role of observational learning, social experience, and reciprocal determinism in personality development. Additionally, according to Bandura (2023), self-efficacy was part of the self-system, which comprised a person's attitudes, abilities, and cognitive skills.

This system played a major role in how individuals perceived and responded to different situations.

Table 3. Factors Affecting OJT Performance of Hospitality Management Students

Performance	Mean	Verbal Interpretation
Supervisory support	4.28	Very High
Peer support	4.05	High
Self- efficacy	4.41	Very High
Grand Mean	4.24	Very High

Differences on the Factors Affecting Career Choice among Hospitality Management Students

Table 4 shows no significant differences in the factors affecting career choice among Hospitality Management students when grouped according to gender and monthly family income, as indicated by p-values greater than 0.05. This suggests that gender and income level do not significantly influence students' career choices.

This implied that gender and monthly family income do not significantly influence the factors affecting career choice among Hospitality Management students. This suggests that students' decisions regarding their careers are shaped more by personal interests and intrinsic motivations rather than by demographic variables. This observation aligns with the study by (Santos, 2016), which found no significant correlation between gender, socio-economic status, and career aspirations among graduating Hospitality Management students. Instead, factors such as personal interest and parental expectations were more influential.

Similarly, Sasam and Tanaka (2015) reported that in a study of hotel management students in Guangzhou, there were no statistically significant differences between male and female students concerning career choice factors. The study emphasized that students' self-efficacy and occupational aspirations played a more critical role in their career decisions. These studies suggest that in the context of Hospitality Management education, individual motivations and aspirations are more pivotal in career decision-making than demographic factors like gender and family income.

Table 4. Differences on the Factors Affecting Career Choice among Hospitality Management Students

Category	Test	F/t Value	Sig. (P)	Remarks
Gender	t-test	0.816	0.416	Not Significant

Monthly Family Income	ANOVA	1.406	0.244	Not Significant
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Differences on the OJT Performance of Hospitality Management Students

Table 5 shows no significant differences in the OJT performance of Hospitality Management students when grouped according to gender and monthly family income, as both p-values are greater than 0.05. This suggests that students' performance during on-the-job training is not influenced by their gender or financial background. This implied that gender and monthly family income do not significantly influence the On-the-Job Training (OJT) performance of Hospitality Management students, as both p-values exceed the 0.05 threshold. This suggests that students' performance during OJT is consistent across different genders and income levels, highlighting the potential impact of other factors such as individual motivation, institutional support, and training quality.

This observation aligns with the study by (Kolb, 2020) which found no significant relationship between gender and OJT performance among Bachelor in Hotel and Restaurant Service Technology students. The study concluded that students' competencies in knowledge, skills, and attitude were perceived as very competent by industry supervisors, regardless of gender. Similarly, Milana and Webb (2020) reported that during the pandemic, factors such as the availability of tourism and hospitality industries, adherence to health protocols, and faculty support significantly affected students' OJT experiences. However, demographic factors like gender and family income were not significant determinants of OJT performance.

These studies suggest that in the context of Hospitality Management education, individual motivations and institutional factors play a more pivotal role in OJT performance than demographic variables like gender and family income.

Table 5. Differences on the OJT Performance of Hospitality Management Students

Category	Test	F/t Value	Sig. (P)	Remarks
Gender	t-test	1.481	0.141	Not Significant
Monthly Family Income	ANOVA	1.042	0.376	Not Significant

Relationship between Factors Affecting Career Choice and OJT performance of Hospitality Management Students

Table 6 presented that there was a significant relationship between career choice and OJT performance of Hospitality Management students. The association between career choice and performance of the Hospitality Management students showed a positive correlation at ($r = 0.7250$). This meant that the correlation was directly proportional due to a moderately positive relation. Furthermore, the value of r was greater than the significant value. Therefore, the researchers derived the statistical decision to reject the null hypothesis, as the data showed a significant relationship between the two variables used in the study.

The implication of the findings was that effective performance offered a positive influence on career choice. The study hypothesized a significant positive result on the students' career choice. Effective performance positively predicted students' career choice. This further indicated that students' performance influenced their perceived career choice.

Several studies support the findings presented in Table 5, which indicated a significant positive relationship between career choice and OJT performance among Hospitality Management students. Lee, P. and Lee, A., (2018) conducted a study involving 304 hospitality management students and found that students with clear career goals and positive job valence toward the hospitality industry exhibited higher academic performance. This suggested that a well-defined career orientation can enhance students' engagement and success in their academic pursuits. Furthermore, a study by Matriano et al. (2021) assessed the factors considered by senior HRM students in choosing companies for their internships.

The research highlighted that on-the-job training serves as a crucial component in developing students' competencies and skills, exposing them to real-world business operations and enhancing their professional growth. This hands-on experience was instrumental in shaping students' career choices and readiness for the hospitality industry.

Table 6. Relationship between Factors Affecting Career Choice and OJT performance of Hospitality Management Students

Variables	r	Sig. (P)	Remarks	Decision
Factors Affecting Career Choice and OJT Performance	0.725	<.001	Significant	Reject Ho

DISCUSSION

The findings of this study reveal a comprehensive understanding of the factors influencing career choice and on-the-job training (OJT) performance among Hospitality Management students, highlighting the interplay between personal, familial, and institutional factors. In terms of career choice, students reported that financial support from parents and self-capacity were the most influential factors, indicating that both the availability of resources and a strong awareness of one's own abilities play a critical role in guiding career decisions. Personal interest also emerged as a major determinant, reflecting the importance of intrinsic motivation in selecting a career path. Conversely, parental pressure appeared to have a relatively lower influence, suggesting that while family expectations may exist, students prioritize their personal aspirations and self-perceived capabilities over external pressures when making career decisions. These findings support previous studies indicating that intrinsic factors, such as personality, self-concept, and interest, are central to career decision-making, while also emphasizing that unrealistic expectations about the industry may lead to dissatisfaction if actual career experiences do not align with anticipated outcomes.

Regarding OJT performance, self-efficacy was identified as the most significant factor affecting students' performance, emphasizing the critical role of students' belief in their own capabilities in determining success during practical training. This aligns with Bandura's social cognitive theory, which highlights self-efficacy as a central component of the self-system, influencing how individuals perceive and respond to challenges. Additionally, supervisory support and peer support were also important, highlighting the value of mentorship, guidance, and collaborative learning in enhancing practical competence. The findings suggest that students' adaptability, confidence, and interactions with supervisors and colleagues collectively contribute to effective OJT outcomes.

The study further demonstrated that demographic factors, such as gender and family income, did not significantly influence either career choice or OJT performance. This indicates that personal interest, self-motivation, and institutional support are more decisive in shaping students' decisions and practical outcomes than socio-economic or demographic characteristics. This observation is consistent with prior research, which emphasizes that intrinsic motivations and occupational aspirations outweigh demographic variables in determining career paths and professional preparedness.

Importantly, a significant positive relationship was observed between career choice and OJT performance, indicating that students who perform well in their practical training are more likely to develop a clear and positive perception of their career path. This suggests a reciprocal effect in which effective OJT experiences reinforce students' career decisions, while well-defined career goals enhance engagement and performance during practical training. Studies on hospitality education support this conclusion, highlighting that hands-on experience during internships not only develops essential skills but also solidifies students' career orientations and readiness for the industry.

Overall, the study highlights that while intrinsic factors such as personal interest and self-efficacy drive career choice, institutional support and quality OJT experiences are crucial in reinforcing students' career decisions and professional growth. These findings underscore the importance of providing structured mentorship, practical training, and guidance systems to ensure that Hospitality Management students are equipped with the knowledge, skills, and confidence necessary to succeed in the dynamic hospitality industry.

Conclusions

Career choices among Hospitality Management students are primarily influenced by self-capacity, personal interest, and financial support, while parental pressure has minimal impact. Intrinsic motivation and available resources are therefore critical in guiding students' career decisions.

Self-efficacy is the most critical determinant of OJT performance among Hospitality Management students, with supervisory and peer support serving as supplementary factors. Personal confidence and competence significantly shape practical training outcomes.

Gender and family income do not significantly influence career choice among Hospitality Management students. Personal interests and intrinsic motivations are the primary factors guiding career decisions.

OJT performance among Hospitality Management students is not significantly affected by gender or family income. Individual capabilities and institutional factors play a more important role in shaping practical training outcomes.

There is a significant positive relationship between career choice and OJT performance, suggesting that effective practical training strengthens students' career orientation, while clear career goals enhance OJT performance.

Recommendations

It is recommended that educational institutions provide programs and workshops that help students identify their strengths, interests, and personal goals. Guidance counseling and career planning sessions should focus on enhancing self-awareness and decision-making skills, while also ensuring students have access to financial support or scholarships to pursue their preferred careers in Hospitality Management.

Hospitality programs should implement strategies to strengthen students' self-efficacy through skills development, simulation exercises, and mentorship programs. Supervisors and peers should be encouraged to provide constructive feedback and support, fostering a learning environment that promotes confidence, competence, and practical skill acquisition.

Since gender and family income do not significantly affect career choice, it is recommended that career guidance initiatives focus on intrinsic motivations and personal aspirations rather than demographic characteristics. Programs should encourage all students equally to explore diverse career pathways without assumptions based on gender or socio-economic background.

Given that OJT performance is not significantly influenced by gender or family income, institutions should emphasize individualized support, competency-based training, and access to resources that enhance skills and professional growth for all students, ensuring an equitable learning environment.

It is recommended that students be guided to set clear career goals early in their academic programs, as this can positively impact their OJT performance. Likewise, structured and meaningful OJT experiences should be designed to reinforce students' career orientations, helping them translate practical training into informed career decisions and professional readiness.

Compliance with Ethical Standards

Ethical considerations were rigorously observed throughout the study. Participants were fully briefed on the purpose and significance of the research and were assured that their participation was entirely voluntary, with the freedom to withdraw at any stage without consequence. No monetary incentives were provided. All data collected were treated with strict confidentiality and were used exclusively for research purposes, including academic publications or secondary data analysis, without affecting participants' affiliations or relationships with any institution. Additionally, the researchers submitted a formal request letter for both the reliability and final survey, explicitly ensuring that all collected data would be securely stored and carefully protected.

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