ENHANCING CAREER READINESS THROUGH INDUSTRY SPECIFIC BUSINESS TOOLS AND SOFTWARE

Alvarado, John Ezekiel A.; Cueto, Alyssa Mae U.; Flores Jonah Mae I.; Orencia, Leslyn D.; Pajarillo, Hannah Joy L.; Parica, Shiena Gabrielle B.; Pesquesa, Aleah R.; Yosolon, Lesner John R.

alvaradojohnezekiel@gmail.com; cueto.alyssa21@gmail.com; jeyemflores22@gmail.com; leslynorencia7@gmail.com; pajarillohannahj10@gmail.com; shienagab@gmail.com ; pesquesaaleah23@gmail.com; lesnerjohn29@gmail.com

Laguna University, College of Business Administration and Accountancy, Santa Cruz, Laguna

Abstract

This study assessed the career readiness of graduating students of Tourism Bachelor of Science in Tourism Management in Laguna University in relation to their perceived acceptance and intended use of industry-specific business tools, namely Amadeus, Sabre, and VIA. Grounded in the Technology Acceptance Model (TAM), it examined the relationships among perceived usefulness, perceived ease of use, behavioral intention, and perceived career readiness. A quantitative, descriptive-correlational research design was employed involving 41 graduates Tourism Management students selected through stratified purposive sampling during the academic year 2024–2025. Data were collected using a validated 26-item survey questionnaire consisting of five parts covering demographic characteristics, TAM constructs, and indicators of career readiness. A four-point Likert scale was used. Statistical treatments included frequency and percentage distribution, weighted mean, standard deviation, and the Pearson product-moment correlation coefficient (r). Findings indicated high levels of perceived usefulness, perceived ease of use, and behavioral intention to use industry-specific business tools. Respondents also demonstrated a high level of perceived career readiness. PResults further revealed a significant positive relationship between students' perceptions of industry-specific business tools and their career readiness, suggesting that favorable technology acceptance contributes to greater professional preparedness. The study concludes that integrating hands-on training in industry-specific business tools within the tourism curriculum is essential in enhancing students' career readiness. The findings provide implications for curriculum development, institutional policy, and academic–industry collaboration aimed at producing digitally competent and job-ready tourism graduates.

Key Words: Career readiness; Industry-specific tools; Business software; Employability skills; Professional development; Digital literacy; Curriculum enhancement

1. Introduction

The travel and tourism sector was experiencing a profound and ongoing technological transformation, fundamentally altering how services were delivered, consumed, and managed globally. This evolution encompassed a wide spectrum of digital innovations, ranging from advanced customer-facing solutions like online booking systems, virtual tours, and AI chatbots to internal operational tools such as Customer Relationship Management (CRM) systems and sophisticated data analytics (Buhalis et al., 2019; Ionescu and Sârbu, 2024). Accommodation providers, airlines, and travel agencies alike were heavily invested in these technologies to optimize operations, enhance the guest experience, and maintain competitive parity in a dynamic market environment (Amoako et al., 2023; Carlisle et al., 2023). This continuous technological

advancement established a clear expectation: tourism professionals were required to possess verifiable digital competencies.

Integral to this digital landscape were industry-specific business tools such as Amadeus, Sabre, and Via, which functioned as Global Distribution Systems (GDS) or essential booking engines. These platforms were indispensable for real-time management of flights, hotels, and comprehensive service packages, connecting providers with agents and customers on a global scale (Amadeus, 2020; Sabre, 2020). Consequently, proficiency in navigating and utilizing these systems was no longer a niche skill but was widely recognized as a necessary, foundational competency for entering the tourism job market (IATA, 2019). Recognizing this imperative, many higher education tourism programs incorporated training on these systems into their curricula to better prepare students for professional practice.

However, despite these academic efforts, the literature identified a persistent, significant, and urgent digital skills gap among graduates entering the hospitality and tourism workforce (Lubis et al., 2024; Parsons et al., 2023). The primary challenge lay in the unequal and inconsistent nature of skill acquisition. While theoretical training may have been provided, practical, intensive exposure to complex GDS platforms often relied on variable and unstructured On-the-Job Training (OJT) experiences. This disparity meant that graduates often entered the workforce with differing levels of functional familiarity, presenting immediate challenges for employers regarding technology integration and quality service delivery (AltexSoft, 2020; Christ-Brendemühl, 2022). Previous qualitative feedback from employers further reinforced this gap, noting that while graduates possessed crucial soft strengths like adaptability, there remained a critical need for intensified exposure to applied industry technology.

This highlighted the central research gap: there was a need to systematically assess and quantify the preparedness of graduating tourism students regarding essential digital tools to bridge the gap between academic intent and industry reality. This study was titled *"Enhancing Career Readiness through Industry Specific Business Tools and Software"* because it aimed to directly investigate this issue. It utilized the Technology Acceptance Model (TAM), a robust framework established for predicting user adoption of technology (Granić & Marangunić, 2019), to analyze student perceptions of perceived usefulness and ease of use toward Amadeus, Sabre, and Via, as well as their behavioral intention to use these tools in their future careers.

By quantitatively analyzing the relationship between these TAM constructs and the students' self-reported career readiness, this research directly addressed the need to align educational outcomes with industry demands. The findings were intended to inform targeted curriculum enhancements and training interventions, providing empirical support for necessary adjustments. Ultimately, the study sought to validate the specific mechanisms by which technology integration could effectively enhance the digital competencies necessary for the production of truly career-ready tourism management graduates, thereby mitigating the digital skills deficit identified by industry partners.

2. Methodology

Design

This study used a quantitative approach because it involved collecting and analyzing numerical data to objectively measure students' perceptions and behaviors. Quantitative methods allowed for a clear,

measurable assessment of how variables related to one another. Specifically, a descriptive-correlational design was employed to examine the relationship between the use of industry-specific business tools (Amadeus, Sabre, and Via) and the career readiness of graduate tourism students. According to Bhat (2023), descriptive-correlational research was a type of design that explained the relationship between two or more variables without claiming cause and effect. It involved collecting and analyzing data on at least two variables to determine if a link existed, with the relationship between dependent and independent variables observed over time to help draw plausible conclusions about their connection.

Locale

The study was conducted at Laguna University, located within the Laguna Sports Complex, Brgy. Bubukal, Santa Cruz, Laguna, Philippines. Laguna University was a higher education institution dedicated to providing quality education in various fields, including Tourism Management, which was designed to equip students with essential knowledge, skills, and competencies for careers in the tourism and hospitality industry. The university was recognized for its commitment to academic excellence, industry collaboration, and hands-on learning, making it an ideal setting for this study. Situated in Santa Cruz, the capital of Laguna, Laguna University benefited from its strategic location as it was accessible to various municipalities and cities within the province. Santa Cruz served as the economic, commercial, and government hub of Laguna, where businesses, government offices, and educational institutions converged.

This central positioning allowed students to engage in internships, industry exposure, and training programs with nearby hotels, travel agencies, event management firms, and other tourism-related enterprises. Laguna University continuously enhanced its learning environment by incorporating modern technology, simulation-based training, and digital learning platforms to keep up with industry trends. The university's location within the Laguna Sports Complex also provided students with access to various facilities that supported holistic development, including sports and recreational areas, further contributing to their overall education and training.

Population and Sampling

The study's total population consisted of 71 graduate tourism students A.Y. 2024–2025 from Laguna University. To ensure fair representation, the researchers employed stratified purposive sampling. The population was divided into two strata based on their respective sections, and 20 students from Section A and Section B were purposely selected based on specific inclusion criteria, resulting in a total of 40 participants. Both the 20 participants in Section A and Section B were randomly selected. The inclusion criteria were: (1) graduated in Bachelor of Science in Tourism Management program in Laguna University; (2) completion of coursework or training related to the tourism industry; (3) exposure to industry-specific tools such as Amadeus, Sabre, and Via; and (4) willingness to voluntarily participate in the study. Graduate students who met these qualifications were invited, and those who provided informed consent were included in the study.

According to Crossman (2020), purposive sampling was a non-probability technique where participants were chosen based on specific characteristics relevant to the study's objectives. This approach ensured that selected participants possessed relevant knowledge and experience, contributing meaningfully to the research and enhancing the validity of the findings.

Data Gathering Procedures

The researchers first obtained formal approval from the appropriate authorities at Laguna University to conduct the study. Once permission was granted, they coordinated with the department heads and faculty members to identify and reach the selected 40 graduate tourism students who served as the study's respondents. Before distributing the survey, the researchers clearly explained the purpose of the study and secured informed consent from each participant. The students were assured that their participation was voluntary and that all information gathered would be treated with strict confidentiality. The data were collected using a survey questionnaire administered through Google Forms. Detailed instructions were provided to ensure that respondents understood how to properly complete the form. Sufficient time was allotted for them to answer thoughtfully and accurately. To strengthen participation and response quality, the researchers offered guidance during the administration process and conducted follow-ups as needed to maximize the response rate and address any questions or technical concerns. Once all responses had been submitted, the data were gathered, tabulated, and organized for further statistical analysis to examine the relationship between the use of business tools and the career readiness of tourism students.

Research Instruments

A survey questionnaire comprising 26 items was developed to collect data on respondents' demographics, perceptions of industry-specific business tools, and career readiness. The questionnaire was divided into five parts. Part 1 collected demographic data such as age and gender. Parts 2, 3, and 4 measured perceived usefulness, perceived ease of use, and behavioral intention to use Amadeus, Sabre, and Via using a 4-point Likert scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. Part 5 assessed self-reported indicators of career readiness, including confidence in using digital tools, adaptability, and preparedness for real-world work. The questionnaire was validated by experts for content validity, and reliability was assessed through Cronbach's alpha to ensure consistent measurement across items (McLeod, 2019). All data were collected and analyzed to provide a comprehensive understanding of the students' perceptions and readiness. To interpret responses for Parts II–V of the questionnaire (Perceived Usefulness, Perceived Ease of Use, Behavioral Intention, and Career Readiness), the following 4-point Likert scale was used.

3. Results and Discussion

Demographic Profile of Respondents

Table 1. Age of Respondents

Age	Frequency	Percentage (%)
21-23 years old	35	87.5%
24-28 years old	5	12.5%
TOTAL	**30**	**100%**

Table 1 reveals that the majority of respondents (87.5%) are between 21 and 23 years old, while only 12.5% fall between 24 and 28 years old. This indicates a relatively young group of participants, which aligns with the typical age range of graduating tourism students. The predominance of younger respondents may also imply a high level of digital exposure, consistent with the study of Gursoy et al. (2019), which emphasize that younger generations entering the tourism and hospitality industry often exhibit greater adaptability, digital fluency, and

comfort with technological tools. This demographic characteristic may play a role in shaping their perceptions and acceptance of industry-specific tools like Amadeus, Sabre, and Via.

Table 2. Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	19	47.5%
Female	21	52.5%
TOTAL	**40**	**100%**

Table 2 shows a slight predominance of female respondents (52.5%), compared to male participants (47.5%), reflecting an almost balanced gender distribution. This near-equal representation supports the credibility of the data by ensuring that perspectives from both genders are adequately captured. The balanced gender ratio is particularly important in the context of technology-related studies because prior research has shown that gender plays a significant role in technology acceptance and engagement. For instance, González-Anleo et al. (2024) found that men generally demonstrate lower enthusiasm and acceptance toward emerging technologies such as robotics and AI. Similarly, Al-Emran et al. (2024) noted that confidence, enjoyment, and self-efficacy, factors that shape technology adoption—can vary across demographic groups, including gender. Therefore, having nearly equal representation allows the study to capture these potential gender-based differences more accurately, making the findings more robust and reflective of genuine patterns in technology readiness and acceptance.

Level Of Perceived Usefulness, Perceived Ease Of Use, And Behavioral Intention To Use Industry-Specific Business Tools (Amadeus, Sabre, And Via) Among Students

Although the questionnaire included Amadeus, Sabre, and Via, respondents reported that they only have prior experience with Via. Therefore, while the results indicate that students perceive all three tools as useful, easy to use, and intended for future professional use, these perceptions are primarily informed by their experience with Via.

Table 3. Level of Perceived Usefulness

Indicators	Mean	SD	Interpretation
1. Learning these tools improves chances of employment	4.33	0.62	Strongly Agree
2. These tools help perform tourism-related tasks effectively	4.30	0.61	Strongly Agree
Average	**4.32**	**0.62**	**Strongly Agree**

According to the table above, among the respondents, the statement “Learning these tools improves chances of employment” yielded the highest mean score (x = 4.33, = 0.62), interpreted as Strongly Agree. This indicates that students perceive a direct connection between mastering Amadeus, Sabre, and Via and improving their employability in the tourism industry. They recognize that these tools are not only academic requirements but also essential professional competencies. The statement “These tools help perform tourism-related tasks effectively” received a slightly lower mean score (x = 4.30, =0.61), still Strongly Agree. This suggests that students acknowledge the practical applicability of these tools in everyday tourism operations, including reservations, itinerary planning, and customer service management. While slightly lower, the score still reflects a high appreciation of the tools’ functionality.

In general, the weighted mean of 4.32 demonstrates that students strongly perceive these tools as useful, highlighting the importance of integrating industry-specific systems into tourism education to enhance career

readiness. These results are strongly supported by Lee, Park, and Kim (2020), who emphasized that Perceived Usefulness (PU) is the strongest predictor of technology acceptance in educational contexts, including tourism. PU refers to the extent to which individuals believe that using a tool enhances their job or task performance. Lee et al. found that when students perceive technologies as beneficial for job performance, task efficiency, and future employability, they are more likely to adopt and engage with them.

Table 4. Level of Perceived Ease of Use

Indicators	Mean	SD	Interpretation
1. I find these tools easy to learn and use	4.25	0.71	Strongly Agree
2. Navigating these tools is clear and understandable	4.20	0.70	Strongly Agree
Average	**4.23**	**0.71**	**Strongly Agree**

The table reveals that the highest-rated statement, "I find these tools easy to learn and use" (M=4.25, SD=0.71), shows that students feel confident in acquiring the necessary skills to operate Amadeus, Sabre and Via. This positive perception of usability is important because, according to the Technology Acceptance Model, ease of use significantly influences a user's attitude toward technology adoption. The item "Navigating these tools is clear and understandable" (M=4.20, SD=0.70) confirms that students can efficiently maneuver through the systems, although minor challenges may exist. This slight difference suggests that while students generally find the tools user-friendly, continued practice and exposure can further enhance proficiency.

On the whole, the weighted mean of 4.23 indicates that students find Via easy to learn and operate, which facilitates their intention to use these tools in real work settings. This ease of use is essential for building confidence and competence in tourism-specific tasks. This strong perception of usability is essential for building confidence and competence in tourism-specific tasks. These results support previous findings that ease of use serves as a foundational factor in technology acceptance: while it may not always directly predict intention, it significantly contributes to positive attitudes and facilitates the adoption process (Marandu et al., 2019; Hamouda, 2022). Therefore, the high overall weighted mean confirms that PEOU plays a critical role in encouraging students' intention to use these tools in real work settings.

Table 5. Level of Behavioral Intention to Use

Indicators	Mean	SD	Interpretation
1. I intend to use these tools in my future tourism job.	4.28	0.71	Strongly Agree
2. I would recommend these tools to other tourism students	4.50	0.70	Strongly Agree
Average	**4.39**	**0.71**	**Strongly Agree**

The item "I intend to use these tools in my future tourism job" (M = 4.28, SD = 0.71), Strongly Agree, shows students' readiness to apply this system professionally. The statement "I would recommend these tools to other tourism students" yielded the highest mean score (M = 4.50, SD = 0.70), interpreted as Strongly Agree. This demonstrates that students not only intend to use Via themselves but also see value in encouraging peers to adopt them, reflecting strong engagement with industry-relevant technology.

Taken together, the overall weighted mean of 4.39 shows that students intend to use and recommend AVia, which strengthens their preparedness and confidence in performing tourism-related tasks effectively. This finding is supported by Xue et al. (2024), who systematically reviewed applications of the Unified Theory of Acceptance and Use of Technology (UTAUT) in higher education and found that performance expectancy closely related to perceived usefulness exerts the strongest influence on students' behavioral intentions to use

educational technologies. This suggests that students' strong intention to adopt these tourism-related tools is driven by their perceived value and usefulness in supporting future professional tasks.

Table 6. Summary of Student's Perceptions on Industry-Specific Business Tools

Perception Construct	Weighted Mean	Interpretation
1. Perceived Usefullness	4.32	Strongly Agree
2. Perceived Ease of Use	4.23	Strongly Agree
3. Behavioral Intention to Use	4.39	Strongly Agree

Overall, the table above reveals that graduate tourism students at Laguna University perceive Via as highly useful, user-friendly, and intended for professional use. The high mean scores across perceived usefulness (M = 4.32), ease of use (M = 4.23), and behavioral intention (M = 4.39).

These findings are supported by Kim and Park (2021), who found that students perceived usefulness and ease of use of Amadeus software significantly predicted their behavioral intention to use it. Their study demonstrates that when tourism students perceive a system as both helpful and easy to navigate, they are more likely to intend to use it, which can enhance engagement and skill acquisition. This aligns with the high ratings observed in this study, suggesting that Laguna University students are likely to adopt these tools in their future professional practice, with the understanding that their actual experience is primarily with Via.

Level Of Career Readiness of The Respondents Based on Self-Reported Indicators, Including Confidence In Using Industry-Specific Tools

Table 7. Level of Career Readiness of The Students

Indicators	Mean	SD	Interpretation
1. I feel confident using digital tools like Amadeus, Sabre, and Via in a work setting.	4.23	0.83	Strongly Agree
2. I believe I am well-prepared for a job in the tourism or travel industry.	4.45	0.68	Strongly Agree
3. I have the necessary skills to perform industry-related tasks.	4.30	0.69	Strongly Agree
4. I can adapt to technological changes in the tourism sector.	4.40	0.71	Strongly Agree
5. I am ready to apply what I have learned in real-life tourism or hospitality jobs.	4.58	0.64	Strongly Agree
Average	**4.39**	**0.71**	**Agree**

Based on Table 8, the statement Meanwhile, "I feel confident using digital tools like Amadeus, Sabre, and Via in a work setting" (*M = 4.23, SD* = 0.83), Strongly Agree, shows that students are comfortable applying digital tools in professional contexts, which is critical for operational efficiency in tourism roles. It is important to note, however, that their actual hands-on experience is primarily with Via, which likely informed their confidence. The statement, "I believe I am well-prepared for a job in the tourism or travel industry" (M = 4.45, SD=0.68), also Strongly Agree, reflects students' perception of readiness for industry demands, showing that they consider themselves equipped to meet professional expectations. The statements "I have the necessary skills to perform industry-related tasks" (M = 4.30, SD=0.69), and "I can adapt to technological changes in the tourism sector" (M = 4.40, SD = 0.71), both Strongly Agree, further indicate that students feel capable of adjusting to evolving industry requirements and confident in their functional competencies. And lastly, the statement, "I am ready to apply what I have learned in real-life tourism or hospitality jobs" yielded the highest mean score (M=4.58, SD=0.64), interpreted as Strongly Agree. This indicates that students feel confident in transferring their academic learning and skills to practical, professional settings, demonstrating a high level of preparedness for real-world work.

Taken together, the overall weighted mean of 4.39 demonstrates that students report high levels of career readiness, including confidence in using digital tools, adaptability to technological changes, and readiness to apply acquired knowledge and skills in professional tourism and hospitality settings. These findings suggest that integrating industry-specific tools, experiential learning, and technology-driven curricula positively contributes to students' preparedness for real-world careers, equipping them with the skills, knowledge, and professional disposition essential for effective job performance (Selvam, 2025; Kim & Park, 2021; Başer, Kozak, & Büyükbeşe, 2025).

Relationship Between Tool Perceptions and Career Readiness

Table 8. Correlation Between Perceptions of Tools and Career Readiness

Perceptions on Industry-Specific Business Tools	Pearson Correlation (r)	Sig. (2-tailed)	N
1. Usefulness	0.594**	<0.001	40
2. Ease of Use	0.576**	<0.001	40
3. Behavioral Intention to Use	0.740**	<0.001	40

The analysis revealed a moderate positive correlation between perceived usefulness and career readiness ($r = 0.594$, $p < 0.01$), indicating that students who view Amadeus, Sabre, and Via as beneficial also report higher professional preparedness. This finding aligns with Al Jahwari et al. (2022), who emphasized that perceived usefulness significantly predicts technology engagement and competence.

Similarly, perceived ease of use showed a moderate positive correlation with career readiness ($r = 0.576$, $p < 0.01$). This suggests that tools considered user-friendly contribute to students' confidence and competence in applying their skills, consistent with the results of Al-Emran et al. (2022).

The strongest relationship was observed between behavioral intention to use and career readiness, with a strong positive correlation ($r = 0.740$, $p < 0.01$). This demonstrates that students' willingness to actively use Amadeus, Sabre, and Via is the most significant predictor of their career preparedness. These results are in line with the Technology Acceptance Model, which identifies behavioral intention as the immediate antecedent of actual technology use and subsequent performance outcomes.

It is important to emphasize that while the questionnaire covered Amadeus, Sabre, and Via, students' actual experience is primarily with Via, which likely influenced their perceptions and confidence. Nevertheless, their positive attitudes and behavioral intentions toward all three tools reflect a general readiness to adopt industry-specific technologies, supporting the principles of the Technology Acceptance Model (TAM) and highlighting the potential benefits of integrating Amadeus and Sabre into the curriculum.

Taken together, the table shows that all three TAM constructs, perceived usefulness, perceived ease of use, and behavioral intention, are positively associated with career readiness, with behavioral intention exerting the greatest influence. These findings are further supported by Tran and Hanh (2025), suggesting that technology acceptance does not only enhance academic performance but also builds practical skills critical for employability. Integrating industry-specific tools into the tourism curriculum provides students with hands-on experience that mirrors real workplace practices, reinforcing their technical competence and professional confidence. By engaging with tools they perceive as useful and easy to use, and by fostering strong behavioral intention to adopt these technologies, students are more likely to translate classroom learning into career readiness.

4. Summary, Conclusions and Recommendations

Summary

This study assessed the career readiness of 40 graduate tourism students from Laguna University through their perceptions and intended use of industry-specific business tools—Amadeus, Sabre, and Via—guided by the Technology Acceptance Model (TAM). Results revealed high levels of perceived usefulness, ease of use, and behavioral intention to apply these tools professionally. A significant positive correlation was found between students' favorable perceptions and their self-assessed career readiness, confirming that technology acceptance contributes directly to employability and confidence in industry competencies.

Demographically, respondents were predominantly aged 21–23 (87.5%) and gender-balanced (52.5% female, 47.5% male), representing a cohesive group of on-time graduates. This profile ensures that findings reflect the perspectives of those most immediately entering the tourism workforce.

Across TAM constructs, students strongly agreed that the tools enhance employability ($M = 4.33$), are easy to learn ($M = 4.25$), and are intended for future use ($M = 4.39$). Career readiness indicators also scored highly ($M = 4.23$–4.58), with the strongest agreement on readiness to apply learned skills in real-life tourism jobs ($M = 4.58$). Correlation analysis confirmed moderate positive relationships between career readiness and both perceived usefulness ($r = 0.594$, $p < 0.01$) and ease of use ($r = 0.576$, $p < 0.01$), validating the TAM framework's predictive capacity in tourism education.

Conclusions

1. The respondent group is characterized by demographic homogeneity and gender balance, ensuring representativeness of the tourism student population.
2. Students exhibit high technology acceptance toward Amadeus, Sabre, and Via, confirming their perceived relevance and manageability for professional application.
3. Graduates demonstrate strong self-perceived career readiness, marked by confidence in applying learned skills and adapting to technological changes in the tourism sector.
4. A significant positive relationship exists between technology acceptance and career readiness, with behavioral intention exerting the strongest influence—affirming that positive attitudes toward digital tools enhance employability and preparedness.

Recommendations

1. **Peer-to-Peer Technology Mentorship Program:** Utilize the cohesive, young cohort to establish mentorship initiatives where senior students lead practical workshops on industry tools, reinforcing both mentor and mentee competencies.
2. **Comprehensive Tool Training Beyond Via:** Institutionalize access to Amadeus and Sabre through licensed modules or laboratory sessions to convert behavioral intention into verified technical proficiency.
3. **Formalized Industry Tool Usage in Internships:** Partner with tourism establishments to ensure that internship tasks require hands-on use of GDS platforms, bridging academic confidence with workplace application.
4. **Curriculum Development and Longitudinal Validation:** Continuously update the curriculum to reflect evolving industry technologies and conduct follow-up studies on graduates to validate the long-term impact of technology training on career success.

ACKNOWLEDGEMENTS

The researchers sincerely express their deepest gratitude to all the individuals and institutions who contributed to the successful completion of this study, "Enhancing Career Readiness Through Industry-Specific Business Tools and Software."

First and foremost, the researchers thank **Almighty God** for His continuous guidance, wisdom, and strength throughout the entire research journey. His blessings enabled the researchers to persevere and accomplish this academic work.

The researchers extend their profound appreciation to **Mr. Hubert Esguerra Dela Cruz**, whose expertise, patience, and constructive feedback greatly improved the quality of this study. Their dedication and support inspired the researchers to work diligently and strive for excellence.

Sincere thanks are also given to our panel of evaluators, whose comments, recommendations, and encouragement significantly strengthened the content and direction of the research.

The researchers wholeheartedly acknowledge the Laguna University administration, particularly to the College of Business Administration and Accountancy **Ms. Katrina Claire Labios**, for providing the opportunity, resources, and academic environment necessary to complete this study. Special gratitude is extended to **Ms. Chrischelle Fermin-Raby** for their guidance and support.

To the graduate tourism students who willingly participated as respondents, the researchers are deeply grateful. Their time, cooperation, and honest responses served as the foundation of this study's findings.

REFERENCES

Alharethi, A., et al. (2025). Investigating the impact of internship experience on work readiness among hospitality program students: The moderating role of student mindfulness. Frontiers in Education, 10, Article 1497721. https://doi.org/10.3389/feduc.2025.1497721

AltexSoft. (2020). GDSs: Amadeus vs Sabre vs Travelport. https://www.altexsoft.com/blog/travelport-vs-amadeus-vs-sabre-gds/

AltexSoft. (2023, August 11). GDSs: Amadeus vs Sabre vs Travelport. https://www.altexsoft.com/blog/travelport-vs-amadeus-vs-sabre-gds/

Amadeus. (n.d.). Learning and training services. https://amadeus.com/en/training/overview

Amegayibor, G. K. (2021). The effect of demographic factors on employees' performance: A case of an owner-manager manufacturing firm. Annals of Human Resource Management Research, 1(2), 127–143. https://doi.org/10.35912/ahrmr.v1i2.853

Arango-Morales, A. J., Delgado-Cruz, A., & Tamayo-Salcedo, A. L. (2021). Digital competence of tourism students: Explanatory power of professional training. European Journal of Investigation in Health, Psychology and Education, 10(1), 310–326. https://doi.org/10.3390/ejihpe10010024

Balula, A., Moreira, G., Moreira, A., Kastenholz, E., Eusébio, C., & Breda, Z. (2019). Digital transformation in tourism education. ToSEE – Tourism in Southern and Eastern Europe, 5, 61–72. https://doi.org/10.20867/tosee.05.45

Başer, M. Y., Kozak, M., & Büyükbeşe, T. (2025). Integration of emerging technologies in tourism and hospitality curriculum: An international perspective. Journal of Hospitality, Leisure, Sport & Tourism Education, 36, 100546. https://doi.org/10.1016/j.jhlste.2025.100546

Blue Ocean Academy. (2019). IATA travel & tourism course. https://www.blueoceanacademy.com/iata-travel-tourism-course-sabre-travelagent-course/

Chao, C.-M. (2019). Factors determining the behavioral intention to use mobile learning: An application and extension of the UTAUT model. Frontiers in Psychology, 10, Article 1652. https://doi.org/10.3389/fpsyg.2019.01652

Cruz-Cárdenas, J., Zabelina, E., Deyneka, O., Guadalupe-Lanas, J., & Velín-Fárez, M. (2019). Role of demographic factors, attitudes toward technology, and cultural values in the prediction of technology-based consumer behaviors: A study in developing and emerging countries. Technological Forecasting and Social Change, 149, 119768. https://doi.org/10.1016/j.techfore.2019.119768

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. MIS Quarterly, 13(3), 319–340.

FlightsLogic. (2020). GDS system – Amadeus | Sabre | Galileo | Worldspan | Travelport. https://www.flightslogic.com/gds-system-amadeus-sabre-galileo-worldspan-abacus-pegasus-travelport.php www.altexsoft.com
Gappi, J., et al. (2025). Predictors of employability of tourism management graduates. International Journal of Research and Innovation in Social Science (IJRISS). https://rsisinternational.org/journals/ijriss/articles/predictors-of-employability-of-tourism-management-graduate
González-Anleo, J. M., Delbello, L., Martínez-Gonzálo, J. M., & Gómez, A. (2024). Sociodemographic impact on the adoption of emerging technologies. Journal of Small Business Strategy, 34(2), 42–50. https://doi.org/10.53703/001c.122089
Gouda, E. (2025). Evaluating the effectiveness of student activities in universities in enhancing crisis management awareness and preparedness in tourism education. Journal of Tourism, Hotels and Heritage, 10(1), 14-28. https://doi.org/10.21608/sis.2025.361012.1185
Hamouda, M. (2022). Mobile applications in tourism: Examining the determinants of intention to use. International Journal of Technology and Human Interaction, 18(1), 13–29. https://doi.org/10.4018/IJTHI.293198
IATA. (2019). IATA foundation in travel and tourism course. International Air Transport Association.
IATA. (n.d.). Global distribution systems fares and ticketing course. https://www.iata.org/en/training/pages/global-distribution-systems-fares-ticketing/
India Travel & Tourism Institute. (2024, November 21). Air ticketing, travel & tourism diploma courses in Delhi/NCR. https://traveltourismacademy.com
Ivanov, S., Webster, C., & Garenko, A. (2019). Digital transformation in tourism and hospitality: Challenges and opportunities. Springer.
Kim, J., & Hall, C. M. (2019). A Technology Acceptance Model and flow theory integrated approach to understanding tourists' smartphone usage. International Journal of Tourism Research, 21(6), 788–802.
Kim, H., & Park, M. (2021). The impact of digital competencies on career readiness in tourism students. Journal of Hospitality, Leisure, Sport & Tourism Education, 29, 100322. https://doi.org/10.1016/j.jhlste.2021.100322
Kozak, M., & Baloglu, S. (2015). Managing and marketing tourist destinations: Strategies to gain a competitive edge. Routledge.
Li, X., & Wang, Y. (2020). Enhancing career readiness through experiential learning in tourism education. Tourism Management Perspectives, 33, 100610. https://doi.org/10.1016/j.tmp.2019.100610
Li, X., Wang, Y., & Yu, C. (2019). The impact of information technology on career readiness in tourism education. Journal of Hospitality & Tourism Education, 29(3), 123–130.
Lingadkar, A. (2023). Expectation versus reality: Internship experiences of tourism students. African Journal of Hospitality, Tourism and Leisure, 12(3), 911-926. https://www.ajhtl.com/uploads/7/1/6/3/7163688/article_8_12_3_911-926.pdf
Marandu, B., Moeti, N., & Molosiwa-Kesetlwa, T. (2019). Predicting students' intention and actual use of e-learning: Testing the Technology Acceptance Model in a Botswana university. International Journal of Learning, Teaching and Educational Research, 18(3), 120–140. https://doi.org/10.26803/ijlter.18.3.7
Mardliyah, S. (2025). Determining factors for work readiness of students in the management study program. International Economics Journal, Advance online publication.https://jurnal.amertainstitute.com/index.php/IECON/article/view/351
Metro City College (MCC). (2023, December 1). MCC BSTM students undergo Amadeus training. https://mcc.edu.ph/post/mcc-bstm-students-to-undergo-amadeus-training
Mohamad Amiruddin, M., Hanafiah, M. H., & Radzi, S. M. (2021). Understanding tourist mobile hotel booking behaviour: Incorporating perceived enjoyment and perceived price value in the modified Technology Acceptance Model. Tourism Management Studies, 17(1), 102–114. https://doi.org/10.18089/tms.2021.170102
Musa, N. A., Yifat, A. M., & Husein, A. M. (2020). Jordanian university students' views on emergency online learning during COVID-19. Academia.edu. https://www.academia.edu/143595968/Jordanian_University_Students_Views_on_Emergency_Online_Learning_During_COVID_19
Online Travel Training. (n.d.). Sabre – Online travel training. https://www.onlinetraveltraining.com/uk/gds/providers/sabre/
Peng, M. Y.-P., & Yan, X. (2022). Exploring the influence of determinants on behavior intention to use multiple media kiosks through technology readiness and acceptance models. Frontiers in Psychology, 13, 852394. https://doi.org/10.3389/fpsyg.2022.852394
Razack, F., Naicker, N. & Sucheran, R. (2025). Digital Literacy and Employability Skills in Hospitality and Tourism Education. African Journal of Hospitality, Tourism and Leisure, 14(2):437-444. DOI: https://doi.org/10.46222/ajhtl.19770720.624
Sabre. (n.d.). We make travel happen. https://www.sabre.com
Savellano, Q. S., & Muñoz, P. B. (2024). *Gender-based tracking of Bachelor of Science in Tourism Management graduates at Mariano Marcos State University, City of Batac, Philippines.* International Journal of Research in Innovation in Social Science (IJRISS), xx(x), 2746–2764. https://dx.doi.org/10.47772/IJRISS.2024.803202S
Shiksha. (2019, August 5). Computerized reservation system (CRS–Galileo, Amadeus, Abacus, Sabre) at TMI Academy of Travel, Tourism and Aviation Studies, Delhi. https://www.shiksha.com/college/tmi-academy-of-travel-tourism-and-aviation-studies-delhi-rajouri-garden-49292/course-computerized-reservation-system-crs-galileo-amadeus-abacus-sabre-264331
Shiksha. (2022, December 15). Amadeus overview. https://www.shiksha.com/hospitality-travel/amadeus-chp

Silverina, K., & Ngelambong, A. (2023). Students' acceptance towards technology-enhanced learning with augmented reality technology in sustainable tourism education. Sustainability, 15(4), 4217. https://doi.org/10.3390/su15044217

Soria, K. M., & Stebleton, M. J. (2018). Career readiness and digital competencies in higher education: A review. Journal of Career Development, 45(5), 367–379. https://doi.org/10.1177/0894845318760919

Syafira, A., & Umam, M. R. K. (2023). The effect of internship program on student work readiness through soft skills as an intervening variable. EAI Endorsed Transactions on Scalable Information Systems, 10(6), Article 2342568. https://doi.org/10.4108/eai.18-11-2023.2342568

Tran, T., & Hanh, N. V. (2025). Technology readiness and technology acceptance in virtual reality tourism: An integration of TOE and TAM frameworks. Pakistan Journal of Commerce and Social Sciences, 19(1), 102–125. https://hdl.handle.net/10419/316372

UNWTO. (2018). Digital transformation in tourism. United Nations World Tourism Organization.

United Nations World Tourism Organization. (2015). Tourism and the sustainable development goals – Journey to 2030. https://doi.org/10.18111/9789284417252

Vithayaporn, P. (2023). The influence of cultural differences on gender issues in tourism and hospitality. Asian Journal of Business Research. https://ajbr.co.nz/ajbr/ajbr230151.pdf

Xue, L., Mat Rashid, A., & Ouyang, S. (2024). The Unified Theory of Acceptance and Use of Technology (UTAUT) in higher education: A systematic review. [Journal Name], [Volume(Issue)], [Page Numbers]. https://orcid.org/0000-0002-4081-0230

ViasInc. (n.d.). Sabre, Apollo, Worldspan, Amadeus, and Galileo training. https://www.viasinc.com

WTTC. (2019). The future of jobs in travel & tourism. World Travel & Tourism Council.

Yan, S., Yu, X., Zhang, Z., & Gan, L. (2024). Understanding the acceptance of online tourism programs: Perspectives of generic learning outcomes and theory of planned behavior. Heliyon, 10(15), e35500. https://doi.org/10.1016/j.heliyon.2024.e35500