



Analysis of the employability skills of graduating business administration students majoring in marketing in a region of the Philippines



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ARTICLE INFO

Article history:

Received 26 January 2025

Received in revised form

20 May 2025

Accepted 20 June 2025

Keywords:

Employability skills

Business graduates

Adaptability

Personal management

Soft skills

ABSTRACT

This descriptive study investigates the employability skills of Business Administration graduates majoring in marketing from selected universities and colleges in Western Visayas, Philippines. Using a quantitative approach, data were collected from 150 students and analyzed based on their sex, age, civil status, and employability skills. The results show that adaptability skills were rated as effective by younger graduates ($M = 3.25$) and very effective by older graduates ($M = 3.57$), with male respondents scoring higher than females. Personal management skills were rated very effective by younger graduates (ages 18–23) with a mean score of 4.55, while older graduates rated them lower. The study finds that although graduates have basic employability skills, they lack strength in interpersonal and analytical thinking skills, which are important for employment. It recommends that universities strengthen their partnerships with industry to help students gain essential soft skills and create programs tailored to the needs of different age and gender groups. The findings highlight the important role of academic institutions in improving employability through focused skill development.

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1. Introduction

Graduates of Business Administration from higher states and universities in the Philippines have education and employment as the immediate employment reason for enrolling, most are contractual in private companies in rank and file positions, and their curriculum is designed relevant to their employment (Alera and Codod, 2023). To produce competent professional graduates of Business Administration the university be a locally responsive and international institution transforming potential graduates for a competitive job market majority employed in private companies with the development of an intervention plan on career placement with local businesses, the university supports Business Administration programs in labor market demands and fostering career success and societal programs (Lapuz, 2024). Academic institutions in the Philippines geared quality higher education to their academic thrust of

their graduates in retail and wholesale trade, employed in rank and file and clerical positions, communication skills gained by the graduates that are useful in their present employment. Business administration employability competencies of graduating college students, the significance of information technology has important skills for the employability of students in the modern digital workplace (Mainga et al., 2022). Changing demands in the global marketplace require high-skilled and adaptable graduates of business education, and equip graduates with foundation knowledge and transferable skills of industry professionals. Academic performance and internship performance on company policies, job performance, attitude, and personal characteristics characterized the Business Administration (Tolentino, 2023). Level of work and competencies on the job and quality of learning that influenced the employability of BS Business Administration majors in financial management graduates, who acquire skills to perform jobs and academic experience at the university to ensure the employability of graduates (Galang and Faldas, 2024). Career growth opportunities and long-term employment are closely linked to the development of diverse skills among Business Administration graduates. These skills contribute to the effectiveness of sustaining programs that aim to improve career outcomes and industry experiences

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<https://doi.org/10.21833/ijaas.2025.07.014>

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for degree holders. Hallsago and Taja-on (2023) emphasized the importance of equipping graduates with the necessary competencies to succeed, highlighting the need for continuous support and program modifications to enhance students' overall skills. According to Alera and Codod (2023), Business Administration graduates identified curriculum relevance to their jobs as a key factor in workplace success. They recommend integrating more practical components, such as field trips, business technology exposure, faculty development initiatives, and stronger linkages with industry for corporate training and employment opportunities. Similarly, Peng (2023) reported that students demonstrate a high level of proficiency in various abilities, but there is room to improve their employability through enhanced time management, organizational skills, extracurricular involvement, and regular skills assessments by academic institutions. Cammayo and Gonzales (2024) argued that equipping students with relevant competencies is critical to improving academic outcomes and instructional quality. They highlight the value of exposing students to business operations software, especially in accounting, to prepare them for real-world business environments. Catacutan et al. (2020) noted that employability remains a key concern in higher education due to changing market demands. They found that most Business Administration graduates achieve permanent employment within an average of four months after graduation, often in roles aligned with their academic training and acquired competencies.

As the 21st century business landscape becomes increasingly complex, graduates must possess a broad set of skills to achieve self-reliance. This includes proficiency in Information and Communication Technology (ICT) for navigating digital environments, innovative and creative thinking developed through entrepreneurship education, leadership and teamwork capabilities, marketing knowledge for consumer analysis and strategy development, and interpersonal skills for effective collaboration.

However, Mainga et al. (2022) observed that gaps in employability skills can lead to job dismissal and reduced employment prospects. They stress the influence of external labor market demands on graduate employability. To address these challenges, universities and colleges are redesigning their curricula and On-the-Job Training (OJT) programs to better prepare students as professional practitioners. Pascua et al. (2022) found that OJT performance is a strong predictor of students' business management skills, underscoring its importance in curriculum revisions and program enhancements. In response to the dynamic demands of the global workforce, Asefer and Abidin (2021) argued for the continuous upgrading of graduate skills. They view employability as a function of both academic achievement and soft skills, influenced by individual and environmental factors. Human capital development is, therefore, essential for enhancing

employability and preparing graduates for future challenges.

El-Sakran (2023) further highlighted that employability skills are crucial for graduating students to succeed in competitive job markets. These skills must align with real-world job requirements and should be developed through authentic, context-based learning experiences. Finally, Tayco et al. (2022) pointed out that employers often evaluate graduate employability based on curriculum relevance and competencies, emphasizing the responsibility of colleges and universities to align training with industry expectations.

2. Materials and methods

This descriptive study determined the analysis skills employability of a Business Administration major in marketing regional level at selected universities and colleges of Western Visayas. A quantitative research method was used to collect numerical data and analyze respondents' responses using statistical methods to determine the analysis of this study. A total of 150 graduating students when classified according to sex, age, status, and employability skills. Table 1 shows the distribution of the respondents in the study.

Table 1: Distribution of categories of participants

Categories	Frequency	Percent
Gender		
Male	75	50.0
Female	75	50.0
Age		
18-23 years of age	70	46.7
24-29 years of age	43	28.7
30-35 years of age	37	24.7
Status		
Single	111	74
Married	39	26.0
Employability skills		
Digital marketing skills on the Job	19	12.7
Software accounting business experience	80	53.3
Critical analysis employability skills	51	34.0
Total	150	100

2.1. Tools and techniques

This investigation used a descriptive research method, statistical tools used in this investigation to describe the purpose of the study that the data gathered was subjected to statistical tools to determine frequency in the distribution of the respondents, mean to determine the effectiveness of the implementation of the analysis of the study, One-way ANOVA for the dispersion of the study of skills of the respondents.

3. Results and discussion

The researcher examined the regional level analysis of Bachelor of Science in Business

Administration graduate students in the skills employability major in marketing as the basis for the study on fundamental skills, adaptability skills, and

personal management skills. Table 2 presents the results of the investigation on fundamental skills analysis.

Table 2: Fundamental skills of business administration graduates based on yes/no responses

Variable	No. of participants	% Yes	% No
Business acumen	150	69.6	30.4
Information technology	150	59.01	41.0
Collaboration and interpersonal	150	47.2	55.5
Analytical thinking and problem-solving	150	44.4	55.6
Organization and planning	150	45.6	56.4

To describe the average scores provided by respondents, a rating scale was employed to assess the perceived effectiveness of adaptability and personal management skills among Bachelor of Science in Business Administration graduates majoring in Marketing. The scale was interpreted as follows: a score of 1.00–1.49 indicated the skill was “not effective,” 1.50–2.49 as “less effective,” 2.50–3.49 as “effective,” and 3.50–4.49 as “very effective.”

In today’s labor market, graduates are expected to possess not only technical expertise but also a broad range of employability skills. These include communication, attitude, problem-solving, teamwork, and adaptability. Such competencies are critical not only for individual career success but also for contributing to organizational productivity, societal development, and economic growth. In a competitive job market, employability skills enhance graduates’ attractiveness to prospective employers.

The significance of these skills extends beyond specific disciplines. Academic programs in business, science, and engineering increasingly emphasize developing strong communication and interpersonal abilities to prepare students for workplace challenges.

In this study, both online and offline methods were utilized to reach participants, which enhanced the likelihood of achieving a high response rate. The respondents consisted of recent graduates, making them more accessible than alumni who completed their studies several years prior.

Findings reveal that adaptability skills among Business Administration graduates were rated as “effective” ($M=3.25$) among respondents aged 18–23 and 24–29 years, and “very effective” among those aged 30–35 years. Gender-wise, male respondents rated their adaptability skills as “very effective” ($M=3.57$), while female respondents rated them as “effective” ($M=3.29$). These results, presented in Table 3, suggest that older graduates perceive higher effectiveness of their acquired skills, indicating a positive impact of university and college programs on their employability.

Skills and qualifications aligned with international standards are essential for equipping both young people and adults with high-quality competencies for productive and sustainable employment, as well as personal fulfillment. While often used interchangeably, “employability skills” and “employment skills” are distinct. Employability skills refer to the foundational abilities—such as reliability, honesty, and adaptability—that make

individuals suitable for various job roles. These soft skills, including teamwork and problem-solving, are transferable across industries and are vital for integrating effectively into diverse workplaces. Employers consistently seek candidates who demonstrate these job-readiness competencies, as they form the core of professional success.

Moreover, employability skills remain a central focus of current government initiatives and educational reforms, aiming to enhance workforce readiness and align graduate attributes with labor market needs.

Table 3: Adaptability skills of business administration graduates by age and gender

Variable	Mean	Description
Age		
18-23 years of age	3.25	Effective
24-29 years of age	3.32	Effective
30-35 years of age	3.76	Very effective
Gender		
Male	3.57	Very effective
Female	3.29	Effective

The analysis of personal management skills, as presented in Table 4, shows varying levels of effectiveness across age groups. Respondents aged 18–23 rated these skills as “very effective” ($M=4.55$), those aged 24–29 rated them as “less effective” ($M=2.35$), and respondents aged 30–35 rated them as “effective” ($M=2.63$). These findings suggest that younger graduates perceive their academic and business practice programs as highly effective in developing personal management skills, whereas older cohorts report lower levels of perceived effectiveness.

Employability has consequently emerged as a critical area of focus for stakeholders in higher education. Employers have consistently highlighted gaps in graduates’ understanding and application of key employability skills. Many university students lack a comprehensive awareness of the core attributes and competencies that employers prioritize in prospective candidates. Addressing this gap requires a deliberate effort to equip students with the skills and insights necessary to navigate the complexities of the modern workforce.

Developing these competencies not only enhances critical thinking by encouraging students to question assumptions and evaluate the relevance of skills in different contexts but also supports the acquisition of practical work experience. This process enables students to assess the suitability of their chosen career paths, build professional

networks, and develop essential workplace competencies. Furthermore, such experiences serve as valuable stepping stones, facilitating graduates' transitions into employment and their progression along their chosen career trajectories.

Table 4: Personal management skills of business administration graduates by age and gender

Variable	Mean	Description
Age		
18-23 years of age	4.55	Very effective
24-29 years of age	2.35	Less effective
30-35 years of age	2.63	Effective
Gender		
Male	2.46	Less effective
Female	2.45	Less effective

Table 5 shows the relationship between fundamental skills, adaptability, and personal management skills. The analysis found that the academic performance of Business Administration students has a significant relationship with their employability skills. Fundamental skills had a correlation coefficient of 0.281 with a p-value of 0.065. Adaptability skills had a correlation coefficient of 0.367 and a p-value of 0.014. Personal management skills had a correlation coefficient of 0.355 and a p-value of 0.018. These results indicate that students with higher academic performance tend to have stronger employability skills.

The Business Administration program uses an integrated approach that emphasizes the connections among the different functional areas of business. It also considers the economic, social, technological, legal, and international environments in which businesses operate. The program outcomes and educational objectives are designed using an outcome-based teaching and learning approach. This aligns the academic content with the practical needs of industries. The professional courses included in the curriculum are the result of collaboration between academia, government, and private industry, ensuring they meet the demands of both local and international employers.

Table 5: Relationship of fundamental, adaptability, and personal management skills

Variable	Person r	P-value
Fundamental skills	0.281	0.065*
Adaptability skills	0.367	0.014**
Personal management skills	0.355	0.018**

*: $p < 0.05$; **: $p < 0.01$

4. Conclusion

The results revealed the core competencies of business administration graduates based on the indicators identified in the study. The analysis highlighted gaps in effectiveness between the academic sector and the business industry, particularly regarding the graduates' academic preparation from both private and public universities. While graduates demonstrated strengths in collaboration, interpersonal skills, analytical thinking, and problem-solving, these areas still showed weaknesses, especially in critical

thinking and deeper interpersonal skills. Female graduates were found to be slightly less effective in these competencies compared to their male counterparts. Moreover, graduates aged 24 to 29 exhibited lower proficiency in personal management skills. This suggests a pressing need to enhance the skill sets of graduating students to better prepare them for employment. Soft skills and interpersonal abilities emerged as essential across all sectors. Therefore, universities in Western Visayas offering business administration programs should address these concerns collectively to foster graduates' holistic development. Faculty and administrators must go beyond the minimum standards required by accrediting bodies, emphasizing training and development programs to produce graduates who are highly effective and industry-ready.

Compliance with ethical standards

Ethical considerations

The researcher obtained informed consent from all participants prior to data collection. Participation was voluntary, and respondents were assured of the anonymity and confidentiality of their responses. No personally identifiable information was collected, and all data were analyzed in aggregate form to maintain participant privacy.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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