Research Article

Marketability of the College of Business Management and Accountancy (CBMA) Students in LSPU Siniloan Campus

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ABSTRACT

This study presents the marketability of the CBMA students at the LSPU Siniloan campus as they navigate workplace challenges to assess their skills and competencies before graduation and employment by the company or institutions, which is crucial for employment. A research study involved a total of 137 respondents who participated in a survey across three academic programs: BS Accountancy with 48 respondents, BSBA in Financial Management/Marketing Management with 50 respondents, and BS Office Administration with 39 respondents. This study shows that students' interpersonal and personal traits they need to succeed in the profession will depend on their Hard Skills and Soft Skills, respectively. This study used purposive sampling method in selecting participants likely to provide most useful or relevant information for the research question. The majority of students read their courses or materials with comprehension, according to the results. Self-management follows next, in which students can effectively manage their feelings, ideas, and actions in a range of contexts. This research findings shows implications to Curriculum Development which suggests that while core competencies are generally well-developed, discipline-specific strengths can be further leveraged. There are also implications for Career Services on students' strengths in learning and foundational skills. While on Career services should offer targeted workshops and career mapping sessions that align individual strengths with market demands. Implications for Internship programs should be designed to reinforce classroom learning and bridge skill gaps.

***Keywords*:** *Employability, Hard Skills, Marketability, Soft Skills*

Introduction

In light of the fierce global competition, a worry has emerged regarding the fact that current graduates do not meet corporate needs. (Khir , 2006) asserts that graduates nowadays are weak in both specialized knowledge and general abilities. In order to boost graduates' competency, efforts in both the specialized knowledge and general skill domains must be made. (Jailani et. al., 2006)

From the standpoint of the employers, "employability" seems to refer to "work readiness," that is, having the abilities, knowledge, attitudes, and commercial understanding to enable recent graduates to contribute significantly to organizational goals shortly after beginning employment (Mason,et.al. 2006). Employability skills are the foundational abilities required for obtaining, maintaining, and performing well in a work (Robinson, 2000). Employability abilities are universal.

According to Baxter and Young (1982), employers are looking for entry-level employees who are dependable and trustworthy, have fundamental communication, thinking, and problem-solving abilities, as well as the drive to learn and grow, the capacity to operate as a member of a team, and have the right attitude. In a report released by the US Department of Labor, these skills were listed as those that students now require (2000). In order to obtain fulfilling employment, the report claims that graduates must possess employability skills, also known as foundation skills, and competences. While competencies encompass resource, interpersonal, information, systems, and technology competencies, foundation skills are basic abilities, cognitive skills, and personal characteristics.

The purpose of the study is to determine the marketability of the CBMA students in terms of their learning skills in the different programs or College in terms of Reading, Writing, Note Taking, Learning/Study Practices, Test Preparation/Taking and Self-Management.

Determining the preferred skills and qualifications of the Employers in terms of Communication Skills, Dependability, Conduct, Initiative and Creativity, Cooperative and Relationship and Leadership. This study evaluates the Marketability of the CBMA students for the last five (5) years.

Methods

This study used purposive sampling method in selecting participants likely to provide most useful or relevant information for the research question. The descriptive study approaches in determining its marketability, Dr. Y.P. Aggarwal (2008) emphasizes that descriptive research is concerned with gathering information on existing circumstances or conditions in order to describe and interpret them. Questionnaires and surveys are used by experts to validate content. It evaluates construct validity by measuring key theoretical constructs, including job satisfaction and skill levels. Accurate analysis, interpretation, comparisons, trend and relationship identification, and more than merely collecting and tallying data are all part of this type of research approach.

Survey questionnaires are used to collect data from fourth-year students via Google Forms to CBMA students as well as a number of nearby companies and industries. The link between two variables was measured using correlational research, a sort of descriptive research, with no researcher influence over the variables. It seeks to determine whether there is positive correlation (both variables change in the same way), negative correlation (the variables change in the opposite direction), or zero correlation (there is no relationship between the variables). Purposive sampling was used to gather in-depth data from participants, gaining a more thereby comprehensive understanding of the research topic. It was strategically utilized to strengthen the reliability and credibility of the research findings, ensuring that the results are not only trustworthy but also meaningful.

Setting of the Study

The study's participants who responded comprises 137 fourth-year students and enrolled in three bachelor's degree programs in accounting, business administration, and office administration.

As required by the industry and the university, certain companies or sectors evaluate a

student's employability based on their skills, capabilities, and readiness for the workforce.

Subject of the Study

All programs of the College of Business Management and Accountancy (CBMA) fourth year students composed of one hundred thirty seven (137) respondents, came from the three programs of the college, the BS Accountancy, BS Business Administration and BS Office Administration. Their learning abilities in terms of reading and writing, taking notes, practicing learning and studying, taking tests and managing their time.

The main objective of this study was to assess the marketability of CBMA students by analysing their competencies, skills, and talents, as well as the level of job readiness required by different sectors and organizations. The interpersonal traits necessary for success in their professions will rely on their hard skills, while their personal traits will depend on their soft skills.

The Hard Skills and Soft skills are needed to determine as personal and interpersonal attributes of students need to succeed in the workplace.

Sources of Data

This research aimed to evaluate the employability of CBMA students at LSPU Siniloan Campus by assessing their skills, abilities, and competencies, along with their readiness to enter the workforce—criteria aligned with the expectations of both industry and academic institutions. Data were collected using a questionnaire-checklist distributed via Google Forms, which served as the primary research instrument. The researcher adopted and changed the questionnaire checklist, which was then examined and approved by subject-matter experts.

Gathering Data Procedure

In particular, survey questionnaires and library research were used by the researcher as primary and secondary data sources. The three CBMA programs' students are given online access to survey forms via Google Forms.

On the other hand, library research focuses on the analysis and hunt for old records and data that are pertinent to the current investigation. Also included in this is the collection of data from library resources, including books, journals (both published and unpublished), theses, and dissertations, as well as articles from internet sources. Journals and library research fall under the category of secondary data, which denotes that the resources and information are easily accessible to everyone.

Statistical Treatment of Data

The research study used Frequency, Percentage in the analysis and interpretation of data.

For statement of the problem number 1, percentage distribution was used.

For statement of the problem number 2, frequency and percentage was used.

For statement of the problem number 3, frequency and percentage was used.

For the evaluation and assessment for this research study the researcher used frequency and percentage was used.

Result and Discussion
The profile of the students in terms of Age, Gender, and Course;
Table 1. The profile of the students in terms of Age

AGE	Frequency	Percentage
21	38	27.7%
22	69	50.3%
23	18	13.1%
24	4	2.9%
25	4	2.9%
26	2	1.4.%
49	2	1.4%
TOTAL	**137**	**100%**

Table 1 presents the frequency and percentage distribution in terms of age, gender and Course.

This indicates that the majority of responses are between the ages of 26 and 49, with age 22 having the largest number at 50.03%. This lends support to research showing that age and ethnicity are important indicators of pupils' academic success. (Y. Salamonson, S. Andrew, et al (2006). Academic performance in nursing students: Effects of age, ethnicity, and part-time employment. 55(3), 342–349, Journal of Advanced Nursing.)

Table 2. Profile of the Students in terms of Gender

GENDER	Frequency	Percentage
Male	26	19%
Female	111	81%
TOTAL	**137**	**100%**

In the profile of student respondents categorized by gender, females represent the largest group with 111 respondents, accounting for 81% of the total. This indicates that most of the respondents are female, while male respondents are in the minority. This supports the study according to some statistics that female students are outperforming their male counterpart at all levels of education.(Jayanthi, S. V., et.al., 2014).

Table 3. Profile of the Students in terms of CBMA Programs

Course	Frequency	Percentage
BS ACCOUNTANCY	48	35%
BSBA – FINANCIAL MANAGEMENT	10	7.3%
BSBA – MARKETING	40	29.2%
BS OFFICE ADMINISTRATION	39	28.5%
TOTAL	**137**	**100%**

For the profile of the respondents in terms of Courses, the BSBA Accountancy has the highest frequency of 48 and has 35% percentage

What are the learning skills of the students in terms of; Reading /Writing, Note Taking, Learning/Study Practices, Test Preparation/Taking and Self-Management.

Table 4. Learning skills of the students in terms of; Reading /Writing, Note Taking, Learning/Study Practices, Test Preparation/Taking and Self-Management

Learning Skills	Mean	Verbal interpretation	Rank
Reading with comprehension	4.40	Excellent	1
Writing skills	4.36	Excellent	3
Note taking	4.35	Excellent	4.5
Learning study/ Practices	4.35	Excellent	4.5
Test preparation/taking	4.26	Excellent	6
Self-management	4.39	Excellent	2
General Average	**4.35**		

For the students' learning skills, reading with comprehension has the highest frequency rank of 4.40, while the lowest rank is for test preparation/taking with a frequency of 4.26.

This indicates that most students who possess learning skills read comprehensively in their studies. Additionally, many students learn to manage their studies independently.

This supports the study explored the relationship between university students' self-directed learning skills and their lifelong learning tendencies. (Tekkol, İ. A., & Demirel, M. (2018).

What are the Soft Skills and interpersonal attributes of students need to succeed in the workplace.

Table 5. The Soft Skills and interpersonal attributes of students need to succeed in the workplace.

Learning Skills	Mean	Verbal interpretation	Rank
Adaptability/Flexibility	4.33	Excellent	1
Creativity	4.26	Excellent	3.5
Critical Thinking	4.24	Excellent	5
Innovation	4.28	Excellent	2
Problem Solver	4.26	Excellent	3.5
Gen. Ave.	**4.27**		

Business Management Skills	Mean	Verbal Interpretation	Rank
Adaptability/Flexibility	4.31	Excellent	1
Creativity	4.30	Excellent	3.5
Critical Thinking	4.26	Excellent	5
Innovation	4.28	Excellent	2
Problem Solver	4.26	Excellent	3.5
Gen. Ave.	**4.28**	**Excellent**	

Learning Skills	Mean	Verbal interpretation	Rank
Conflict Management	4.14	Excellent	1
Conflict Resolution	4.14	Excellent	3.5
Decision Making	4.31	Excellent	5
Work Delegation	4.21	Excellent	2
Motivating People	4.44	Excellent	3.5
Gen. Ave.	**4.25**	**Excellent**	

Financial /Accounting Skills	Mean	Verbal Interpretation	Rank
Analytical Financial Statement	4.11	Good	1
Generating Financial Statement	4.04	Good	3
Financial Forecasting	4.01	Good	4
Calculating Return on (ROI)	4.07	Good	2
Gen. Ave.	**4.06**	**Good**	

Adaptability and flexibility, which have a mean score of 4.33, are the most important interpersonal qualities students should possess to succeed in communication skills.

In the area of business management skills, adaptability and flexibility also lead with a mean score of 4.31. When it comes to leadership qualities, inspiring others ranks highest with a cumulative mean score of 4.44. Additionally, in financial accounting, the ability to interpret financial statements holds the top position with a mean score of 4.11.

This shows that the students demonstrate outstanding communication, business management, leadership, and financial management skills through their soft talents and interpersonal qualities. This significantly contributes to the overall personality development of the students, which enhances their employment opportunities.

This supports the study Soft skills are learned behaviors which require training and

focused application and it enable students with a strong conceptual and practical framework to build, develop and manage teams. (Rani, E., & Mangala, S. (2010)

What are the Hard skills gained through technical knowledge or experience students need to succeed in the workplace.

Table 6. Hard skills gained through technical knowledge or experience in terms of:

Technical Skills	Mean	Verbal interpretation	Rank
Word Processor	4.34	Excellent	
Spread sheet/Excel	4.15	Good	
Power Point Presentation	4.41	Excellent	
Auto CAD	3.40	Average	
Photoshop	3.60	Good	
Publisher	.3.73	Good	
Gen. Ave.	3.90	Good	

Marketing Skills	Mean	Verbal interpretation	Rank
Emotional Intelligence	4.33	Excellent	1
Intuition	4.24	Good	2
Technological Proficiency	4.21	Good	3
Collaborator	4.13	Good	4
Gen. Ave.	**4.15**		

Analytical Skills	Mean	Verbal interpretation	Rank
Reporting	4.25	Excellent	1
Research	4.16	Good	3
Organization	4.23	Excellent	2
Gen. Ave.	**4.22**	**Excellent**	

Management Skills	Mean	Verbal interpretation	Rank
Planning	4.24	Excellent	1
Leading	4.12	Good	3
Organizing	4.14	Good	2
Controlling	4.10	Good	
Gen. Ave.	**4.17**	**Good**	

In terms of hard skills that students need to succeed in the workplace, the following rankings were observed. Technical Skills, Word Processing ranks first with a mean score of 4.34%. Marketing Skills, Emotional Intelligence comes first with a mean score of 4.24%. Analytical Skills, Reporting ranks first with a mean score of 4.25. Moreover, in management skills, Planning tops the list with a mean score of 4.24%, while Emotional Intelligence also ranks first with a mean score of 4.24%.

This suggests that most of the respondents gained technical knowledge or experience in their self-sufficient skills like the ability to depend on their self to get things done and learned the hard skills for them to succeed in the workplace. This supports the study that hard skills are used as a basis for the development of educational curriculum, future profiling of jobs and the technical functions that the industry desire most. (Patacsil, F. F., & Tablatin, C. L. S.)

What are the Students skills capabilities /competencies as to work readiness required by the institution and industries in terms of:

Table 7. Students Soft skills capabilities /competencies as to work readiness required by the institution and industries in terms of:

Communication Skills	Mean	Verbal interpretation	Rank
Listening	5.00	Very Important	
Negotiation	4.10	Important	
Non-Verbal	4.30	Very Important	
Communication	4.30	Very Important	
Persuasion	4.30	Very Important	
Gen. Ave.	**4.43**	**Very Important**	

Business Management Skills	Mean	Verbal interpretation	Rank
Adaptability/Flexibility	4.90	Very Important	1
Creativity	4.70	Very Important	3.5
Critical Thinking	4.70	Very Important	3.5
Innovation	4.70	Very Important	3.5
Problem Solver	4.70	Very Important	3.5
Gen. Ave.	**4.74**		

Leadership Skills	Mean	Verbal interpretation	Rank
Conflict Management	4.50	Very Important	4
Conflict Resolution	4.40	Very Important	5
Decision Making	4.80	Very Important	2
Work Delegation	4.70	Very Important	3
Motivating People	4.90	Very Important	1
Gen. Ave.	**4.66**		

Financial/Acoounting Skills	Mean	Verbal interpretation	Rank
Analyzing Financial Statement	4.2	Important	1
Generating Financial Statement	4.10	Important	4
Financial Forecasting	4.20	Important	2
Calculating Return on Investment (ROI)	4.20	Important	2
Gen. Ave.	**4.18**	Important	

Listening skills ranks first with a mean score of 5.00, indicating its critical importance for students' talents and competencies, particularly in job preparation as required by both institutions and industries in terms of communication. Some business organization values adaptable and flexible skills highly in its employees. While leadership abilities are important, work delegation is prioritized because it is essential in most businesses. Additionally, financial management is rated highest with a mean score of 4.23, reflecting the company's preference for employees who understand financial accounts.

This suggest that mostly in the industry, listening skills is the most important aspect of communication skills and an employee who is able to be adaptable and flexible in a work environment should be considered for employment. While most of the company preference for employment are the employees with leadership skills and can be easily motivated. It is also important that the employee understand financial statements in handling the company's financial records.

This study supports that soft skills are strategic to be successful in personal and professional life and are essential for a candidate for

employment when he tries to obtain any kind of job. It is said that the company generally hire new employees, in particular recent graduates, taking more in consideration their Soft Skills than their Hard Skills. (Cimatti, B. (2016).

What are the hard skills gained through technical knowledge or experience in terms of: Technical Skills, Marketing Skills, Analytical skills and Management Skills.

Table 8. Hard skills gained through technical knowledge or experience in terms of:

Technical Skills	Mean	Verbal interpretation	Rank
Word Processor	4.60		1
Power Point Presentation	4.50		2
Auto CAD	3.40		5
Photoshop	3.50		3.5
Publisher	3.50		3.5
Gen. Ave.	**3.90**		

Marketing Skills	Mean	Verbal interpretation	Rank
Emotional Intelligence	4.80	Very Important	1
Intuition	4.60	Very Important	.3.5
Technological Proficiency	4.60	Very Important	3.5
Collaborator	4.60	Very Important	3.5
Gen. Ave.	**4.65**	Very Important	

Analytical Skills	Mean	Verbal interpretation	Rank
Reporting	4.70	Very Important	1
Research	4.20	Important	.3
Organization	4.40	Very Important	2
Gen. Ave.	**4.63**	Very Important	

| Management Skills	Mean	Verbal interpretation	Rank
Planning	4.70	Very Important	1.5
Leading	4.70	Important	1.5
Controlling	4.50	Very Important	3
Gen. Ave.	**4.63**	Very Important	

In terms of technical skills, word processing ranks first with a mean score of 4.60, followed closely by PowerPoint presentations with a mean of 4.50. Hard skills are acquired through technical knowledge or expertise. Among the skills highly valued in a company, emotional intelligence stands out, earning a mean score of 4.80. Additionally, planning and leadership are considered essential management abilities, with a mean score of 4.70. Having these skills is crucial for employees to contribute positively to the organization.

This suggest that company hire employees with emphasis on hard skills such as technical skills on word processors and power point presentation. An employee must possess marketing skills and has emotional intelligence pertaining to work relationship. An employee must have the analytical skills to be able to report and provide documents related to his work task. This suggest that the company consider hard skills as a very important qualities in hiring an employee. This supports the study that Hard Skills, on the other hand, indicate the specific capabilities to perform a particular job. It is the abilities to perform a certain type of task or activity. (Cimatti, B. (2016).

Comparative Findings
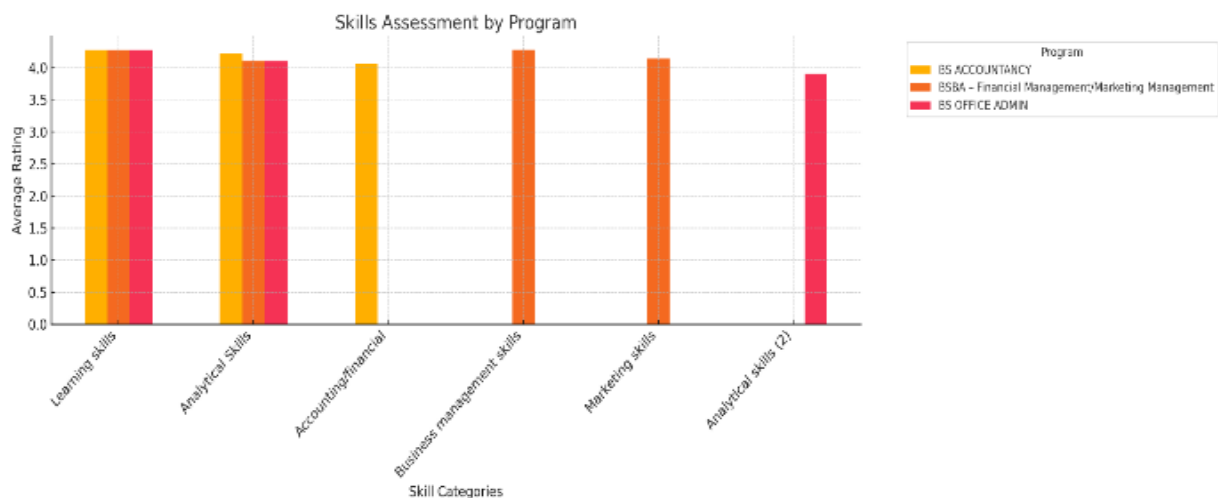
(Across 3 Programs of CBMA)

A research study involved a total of 137 respondents who participated in a survey across three academic programs: BS Accountancy with 48 respondents, BSBA in Financial Management/Marketing Management with 50 respondents, and BS Office Administration with 39 respondents. The purpose of the study was to assess key competencies within these programs. Across all three programs, Learning Skills received a consistently high average rating of 4.27, indicating strong agreement among students regarding the effectiveness of their learning development. Similarly, Analytical Skills were rated highly by BS Accountancy students at 4.22, while BSBA and BS Office Administration students rated them slightly lower, at 4.11 and 3.90, respectively.

For Accounting and Financial Skills, only the BS Accountancy program was evaluated, receiving a solid rating of 4.06. This reflects the program's focus and strength in financial training. In contrast, the BSBA program exhibited strong competence in Business Management Skills with a rating of 4.28 and Marketing Skills with a rating of 4.15, which align with its specialized curriculum. The overall average ratings for each program are as follows: BS Accountancy at 4.18, BSBA in Financial/Marketing Management at 4.20, and BS Office Administration at 4.09. These results indicate that all programs are perceived to effectively equip students with essential skills, with the BSBA program slightly leading in overall competency ratings.

Conclusion

The research study shows that majority of students at the College of Business Management and Accountancy demonstrate outstanding communication skills, read primarily for comprehension in their studies, and have developed the ability to manage their academic responsibilities independently. It is reflected in the learning skills, soft skills, and interpersonal characteristics of the respondents. Research shows that capabilities significantly contribute to the overall personality development of the students, enhancing their employment prospects. Furthermore, it can be stated that most of the respondents are flexible and adaptable to various situations and academic challenges. The research findings also indicate that students at the College of Business Management and Accountancy possess leadership qualities, the ability to inspire and motivate others, and strong soft skills.

Additionally, the research has shown that students have the technical skills necessary to effectively use PowerPoint presentations and word processors. Most students exhibit a strong sense of self-awareness, which enhances their social influence and marketing abilities, including emotional intelligence. Ad-

ditionally, the findings indicate that the majority of respondents have gained technical expertise or experience in self-sufficiency, enabling them to rely on themselves to complete tasks and learn the complex skills needed to succeed. The study highlights that listening skills are the most critical aspect of communication in any field or organization. Job candidates should also be adaptable and flexible in a work environment. Moreover, many businesses prefer to hire individuals who possess strong leadership qualities and motivational skills. To manage a company's financial records, employees must understand financial statements. Most employees in various firms and industries agree that strong analytical skills are essential for reporting and producing documents related to their work.

For these reasons, employees need to be emotionally intelligent when it comes to building working relationships and should possess marketing skills. To effectively report on and deliver documentation related to their professional tasks, individuals must also have strong analytical skills. It is noteworthy that most respondents developed technical expertise and experience as independent problem solvers, alongside the practical skills essential for success in their professions. All CBMA (College of Business Management and Accountancy) students at the LSPU Siniloan Campus require a specific set of abilities and qualities to prepare them for both employment and further education. Consequently, it can be concluded that CBMA students at the LSPU Campus are likely to be preferred candidates for employment. They possess essential characteristics and qualities sought by employers, including leadership, analytical skills, adaptability and flexibility in facing various challenges in their studies and personal lives, as well as effective communication and interpersonal skills.

Implications for Curriculum Development

These findings show implications for Curriculum Development, which suggests that while core competencies are generally well-developed, discipline-specific strengths can be further leveraged. For **BS Accountancy,** it may benefit from integrating more applied analytical case studies and interdisciplinary modules to reinforce real-world problem solving. For the **BSBA programs**, it should continue to emphasize management and marketing skill development but might also incorporate more data analytics or finance-based coursework to ensure broader competency. Curriculum enhancements targeting analytical and decision-making skills, possibly through project-based learning or simulated office environments for **BS Office Administration.**

These findings has also implications for Career Services on students' strengths in learning and foundational skills. Career services should offer targeted workshops and career mapping sessions that align individual strengths with market demands. For BSBA students, career services can focus on connecting students to roles in marketing strategy, business development, or management training programs. For BS Office Admin students, should enhanced preparation in critical thinking and problem-solving will increase their competitiveness for roles that demand more than administrative competence.

For Internship programs should be designed to reinforce classroom learning and bridge skill gaps. For **BS Accountancy internships** should emphasize analytical auditing tasks, financial analysis, and compliance exposure. For **BSBA internships**, a real-world management scenarios, such as market research, sales analysis, and strategic planning. For **BS Office Administration** internships should include components that build analytical and operational problem-solving, such as logistics coordination, document management systems, and administrative technology.

As a whole, this research study shows that the high ratings affirm on these programs of the college meets key educational goals. However, some strategic refinements, enhancements in curriculum content, career guidance, and internship structure will enhance students' preparedness for required industry need.

Acknowledgement

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