

Enhanced Skill Set of Marketing Management's Male and Female Students

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Abstract: This study evaluates the skill sets of male and female BSBA Marketing Management graduates, focusing on the importance and proficiency of key competency areas. The findings show that male graduates tend to prioritize business and management competencies along with leadership skills. In contrast, female graduates place greater emphasis on interpersonal qualities and personal attitudes. Across all domains, males consistently rate their proficiency higher, with the largest gap observed in their knowledge and understanding of the job. These differences suggest distinct learning styles and career orientations between genders, highlighting the need for tailored strategies to enhance skills effectively. To address these needs, the study recommends specific interventions: leadership training, digital marketing certifications, and cross-functional projects for male students; and mentorship programs, confidence-building workshops, global marketing exposure, and communication training for female students. By implementing these customized skill development strategies, marketing education can cultivate balanced competencies and support a more inclusive and competitive workforce.

Keywords: Gender differences, Marketing competencies, Skill proficiency, Business management, Leadership development

I. Introduction

Employability is an essential concept in today's workforce, encompassing the attributes skills, and knowledge that allow graduates to obtain and sustain meaningful employment. As the labor market evolves with advancements in technology, globalization, and economic shifts, it is crucial for job seekers, educators, employers, and legislators to grasp the factors that influence an individual's job acquisition potential (Rai & Likhitkar, 2023).

Graduates' employability continues to be a key focus for higher education policymakers in numerous countries. The prevailing atmosphere of broader labor market uncertainty has brought these concerns back into focus. Policymakers consistently highlight the significance of "employability skillset" to ensure that graduates are adequately prepared to tackle the challenges presented by a more flexible labor market (Tomlinson, 2012).

The skills and talents of college and university students play a crucial role in higher education institutions, as evidenced by the inclusion of employability metrics in the QS World University Rankings and the Global Employability University Ranking (QS Quacquarelli Symonds, 2024).

Mariano Marcos State University (MMSU) is indeed included in the QS rankings. MMSU has been awarded a 4 QS Stars rating, which is a significant recognition of its quality and excellence in various areas (QS Quacquarelli Symonds Limited 1994-2025, 2024).

Mariano Marcos State University (MMSU) offers a total of sixty-eight (68) degree programs across various fields. It includes undergraduate, graduate, and doctoral programs (Mariano Marcos State University, 2024). Among the offerings is the Bachelor of Science in Business Administration (BSBA) in Marketing Management.

The Bachelor of Science in Business Administration (BSBA) Major in Marketing Management is a popular course offered in the Philippines that equips students for careers in marketing, advertising, and sales management. With the increasing demand for marketing professionals across all industries, students need to understand the curriculum of a course and its impact on future career opportunities (Santiago, 2023).

However, the effectiveness of this education in enhancing employability hinges on understanding the importance and proficiency of different skill sets from the perspective of the graduates themselves. Looking into how men and women see the importance of and their skill levels in areas like knowledge and understanding of the job, business/management competencies, marketing competencies, other specialized competencies, and personal qualities/attitudes gives a clearer picture of what each gender values in their education.

Studies indicate that the connection between job requirements and the knowledge and skills of employees, along with strong communication, plays a significant role in enhancing job satisfaction and performance outcomes. According to Bayona et al. (2020), the fit between knowledge characteristics and their importance influences job satisfaction and performance through work engagement. Additionally, according to the research (Nishu & Lalrinzuala, 2021), improving employees' knowledge and skills has a positive impact on their work productivity. Furthermore, organizations should strive to understand employees' needs and expectations, while employees should align with organizational goals (Sunarta, 2019).

Also, business or management competencies are crucial for organizational success and competitive advantage. According to

Masoud and Al Khateeb (2020), management competencies encompass skills like communication, planning, team building, and customer focus, which significantly impact business performance metrics such as efficiency, sales, and customer satisfaction. Advanced techniques, including fuzzy logic and business analytics, can be employed to assess competency importance, identify achievement levels, and create ideal job profiles (Luna et al., 2021). As the business landscape evolves, competency-based management models are becoming a key differentiator, emphasizing the need for continuous research and adaptation in this field (Rosso & García-Salirrosas, 2023).

Likewise, marketing competencies are crucial for professionals across various fields. According to Villasmil Manzanero and Hernández Corona (2023), for independent professionals operating in global markets, soft skills like communication, discipline, and leadership are essential for developing technical abilities and enhancing personal branding. Marketing specialists emphasize the importance of digital marketing knowledge, marketing strategy, branding, and sustainability, along with relational and analytical skills (Martins et al., 2023).

Moreover, recent studies highlight the importance of specialized competencies in marketing, particularly in the context of globalization and digital transformation. Research indicates that soft skills like communication, discipline, and leadership are crucial for independent professionals in international markets (Villasmil Manzanero and Hernández Corona, 2023). Marketing capabilities influence firms' internationalization strategies, with higher-order capabilities leading to entry into more developed markets (Costa et al., 2020).

Furthermore, personal qualities and attitudes play a crucial role in organizational success. Key individual psychological qualities that influence interpersonal relationships in the workplace include empathy, communication skills, tolerance, cooperation ability, and responsibility (Rudakova et al., 2024). These qualities affect employee behavior and interaction effectiveness within organizations (Balabanova & Deminskaya, 2017). While individual characteristics alone may not significantly impact employee performance, the work environment has been shown to have a substantial positive effect (Kirani & Rahmadani, 2023).

Although studies confirm that skill sets help graduates to land a job. Recent studies, however, highlight persistent gender disparities in the Philippine labor market. Women face lower labor force participation rates, with a 19-percentage point gap compared to men (Conchada et al., 2019). The COVID-19 pandemic has exacerbated these inequalities, disproportionately affecting women's employment and income (Lavado et al., 2021). Pay gaps persist due to occupational segregation and undervaluation of female-dominated professions. Addressing these issues requires comprehensive efforts, including anti-discrimination legislation, transparent hiring protocols, and mentorship programs to promote gender equality in the workplace (Darroca et al., 2024).

To uncover which areas are considered most significant for the work performance and employability of BSBA Marketing Management graduates through assessing their perceived proficiency and the importance of their skill sets. It also investigates possible gender disparities in the perceived relevance of these abilities, providing a complex picture of how male and female graduates prioritize various components of their education.

The study assessed the skill set of BSBA Marketing Management's male and female graduates.

Specifically, the study answered the following:

1. How important are the skill set of BSBA Marketing Management male and female graduates in terms of:
 - 1.1. knowledge and understanding of the job;
 - 1.2. business/management competencies;
 - 1.3. marketing competencies;
 - 1.4. other specialized competencies; and
 - 1.5. personal qualities/attitudes?
2. How proficient are the skill set of BSBA Marketing Management male and female graduates in terms of:
 - 2.1. knowledge and understanding of the job;
 - 2.2. business/management competencies;
 - 2.3. marketing competencies;
 - 2.4. other specialized competencies; and
 - 2.5. personal qualities/attitudes?
3. What strategies are suggested to enhance the skill set of the male and female BSBA Marketing Management's students?

The research framework consists of three key elements aimed at enhancing the skill sets of male and female BSBA Marketing Management students. First, it assesses the perceived importance of various competencies for employability, highlighting any sex-based differences. Second, it evaluates students' actual performance in these skills, identifying strengths and gaps. Lastly,

develops tailored strategies to address these gaps, considering the unique challenges each sex faces.

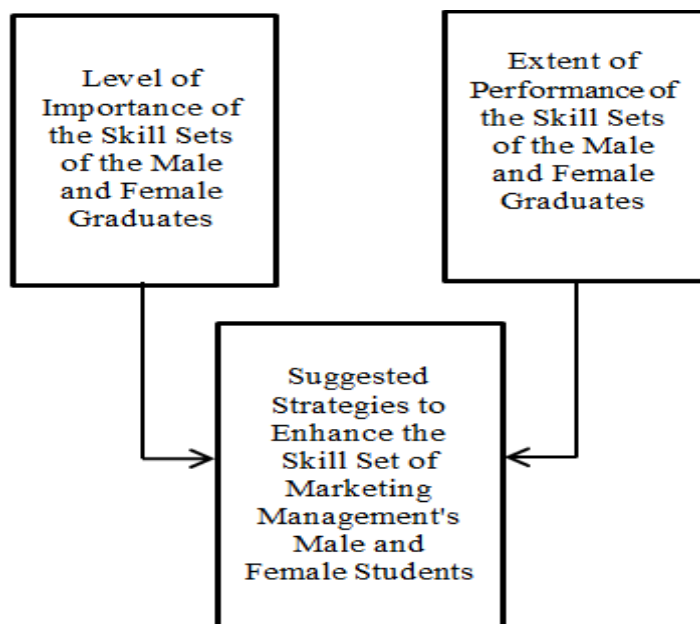


Figure 1. Conceptual Framework

II. Methods

The research employed a descriptive approach, focusing on the level of importance and extent of performance of the skill sets (business/management competencies, marketing competencies, other specialized competencies, and personal qualities/attitudes) of BSBA Marketing Management graduates from SY 2013-2014 to SY 2017-2018 at the College of Business, Economics, and Accountancy at Mariano Marcos State University, Sex Dis-aggregated Data (SDD) analysis.

The instrument was designed in two parts and the responses were assessed utilizing a five-point Likert scale. The questionnaire was pretested for reliability and validity.

This study was presented in a Research In-house Review and underwent evaluation by the University Research Ethics Review Board (URERB) of MMSU. A request was made to the Office of the Registrar at the MMSU Batac Campus for the complete list of graduates. The researchers distributed the questionnaire using Google Forms for individuals employed outside the province and country. Additionally, different online platforms like social media (Facebook, Messenger, Instagram) are utilized to reach out to graduates.

The data gathered were presented in tabular forms and sex dis-aggregated. The BSBA Marketing Management graduates from SY 2013-2014 to SY 2017-2018 was analyzed using basic statistical descriptive measures such as mean and grand mean in MS Excel across genders.

The actual respondents were 177 graduates, representing 31.83% of the 556 graduates from 2013–2014 to 2017–2018 this is within the range of the expected response rate for graduate tracer studies, which is between 30 and 60 percent (Schomburg, 2003).

III. Result and Discussion

The level of importance of the skill set of BSBA Marketing Management male and female graduates

Table 1. The level of importance of knowledge and understanding of the job of the BSBA Marketing Management. (n = 177)

Knowledge and Understanding of the Job		Male	DI	Female	DI
1	Knowledge in employee's field of study	4.41	EI	4.23	EI
2	Understanding of job-related information	4.44	EI	4.32	EI
3	Specific technical knowledge required for the job (other than computer applications)	4.41	EI	4.28	EI
4	Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	4.24	EI	4.35	EI
5	Understanding of organizational context (industry regulations, competition, etc.)	4.32	EI	4.23	EI

6	Understanding of international business	4.34	EI	4.10	VI
7	Understanding of the environment (latest developments in the specific field of practice)	4.44	EI	4.26	EI
8	Understanding of systems and organizations (e.g., political systems, markets, cultures)	4.39	EI	4.22	EI
9	Knowledge of peoples and cultures from other countries	4.34	EI	4.14	VI
Dimension Mean Score		4.37	EI	4.24	EI

On the level of importance of knowledge and understanding of the job shows, male graduates rated “Understanding of job-related information” (4.44) and “Understanding of the environment (latest developments in the specific field of practice)” (4.44) the highest, while female graduates rated “Knowledge of specific computer applications required for the job (other than word-processing, spreadsheets, database applications)” the highest (4.35).

The lowest scores for females were assigned to “Understanding of international business” (4.10) and “Knowledge of peoples and cultures from other countries” (4.14), categorizing them as “Very Important” (VI). In contrary, male graduates rated these competencies higher at 4.34 each, within the “Extremely Important” (EI) range.

Male graduates showed a consistently higher emphasis on broader knowledge areas (such as international business and intercultural understanding), while females emphasized technical skills like specific computer applications.

These disparities suggest that male BSBA Marketing Management graduates may place more value on global and contextual knowledge, while female graduates prioritize technical proficiencies. This might be because of different experiences or views based on gender, which shows the need for more refined changes to the curriculum to make sure that students learn a wide range of skills in all areas.

Table 2. The level of importance of business/management competencies of the BSBA Marketing Management.
(n = 177)

Business/Management Competencies		Male	DI	Female	DI
10	Perform the basic functions of management such as planning, organizing, staffing, directing and controlling.	4.56	EI	4.33	EI
11	Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resource management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations.	4.51	EI	4.38	EI
12	Select the proper decision-making tools to critically, analytically and creatively solve problems and drive results.	4.51	EI	4.31	EI
13	Express oneself clearly and communicate effectively with stakeholders both in oral and written forms.	4.51	EI	4.40	EI
14	Apply information and communication technology (ICT) skills as required by the business environment	4.46	EI	4.35	EI
15	Work effectively with other stakeholders and manage conflict in the workplace.	4.56	EI	4.40	EI
16	Plan and implement business related activities.	4.49	EI	4.29	EI
17	Demonstrate corporate citizenship and social responsibility	4.56	EI	4.31	EI
18	Exercise high personal moral and ethical standards.	4.59	EI	4.46	EI
Dimension Mean Score		4.53	EI	4.36	EI

On the level of importance of business/management competencies, male BSBA Marketing Management graduates rated “Exercise high personal moral and ethical standards” the highest at 4.59, while females assigned a slightly lower score of 4.46 to the same competency. Female graduates rated “Express oneself clearly and communicate effectively with stakeholders both in oral and written forms” and “Work effectively with other stakeholders and manage conflict in the workplace” the second highest at 4.40.

Female graduates gave the lowest rating to “Plan and implement business related activities” at 4.29, whereas males rated the same competency higher at 4.49. Additionally, male graduates consistently rated competencies like “Perform the basic functions of

management such as planning, organizing, staffing, directing and controlling” (4.56) higher compared to females (4.33).

Male graduates showed a higher overall mean score (4.53) for all competencies, suggesting broader emphasis on diverse business functions. Responses of female graduates showed slightly more variation, with lower ratings concentrated on implementation-focused tasks.

These differences could indicate variations in perceived competence priorities or experiences in corporate settings. The data underlines the need of concentrated learning interventions or training courses in strategic decision-making and planning roles should advance gender equality and confidence.

Table 3. The level of importance of marketing competencies of the BSBA Marketing Management. (n = 177)

Marketing Competencies		Male	DI	Female	DI
19	Apply the concepts along marketing management and use them in various business situations both in local and international context.	4.34	EI	4.24	EI
20	Demonstrate critical and analytical skills to analyze, innovate, and manage a strategic business direction	4.44	EI	4.28	EI
21	Communicate well and express ideas through various modalities and diverse context	4.41	EI	4.34	EI
22	Demonstrate positive values and work ethics that promote a sense of responsibility and accountability in their chosen profession	4.46	EI	4.35	EI
23	Conduct research-based and community-based materials for instruction, extension, and other alternative education modes.	4.34	EI	4.19	VI
Dimension Mean Score		4.40	EI	4.28	EI

On the level of importance of marketing competencies, male graduates rated the statement “Demonstrate critical and analytical skills to analyze, innovate, and manage a strategic business direction” the highest at 4.44, while females assigned their highest score of 4.35 to “Demonstrate positive values and work ethics that promote a sense of responsibility and accountability in their chosen profession”.

Female graduates rated “Conduct research-based and community-based materials for instruction, extension, and other alternative education modes” the lowest at 4.19, rated as “Very Important” (VI). In contrast, males rated the same competency higher at 4.34 (“Extremely Important” or EI).

Males consistently rated competencies in strategic and analytical skills higher, while females prioritized work ethics and responsibility.

These differences could be due to different gender views on how important research and analysis tasks are compared to social and moral duties. To address these issues and make sure that both men and women learn all the necessary marketing skills, it is suggested that the curriculum should be balanced.

Table 4. The level of importance of other specialized competencies of the BSBA Marketing Management. (n = 177)

Other Specialized Competencies		Male	DI	Female	DI
24	Influencing and Negotiation. Ability to persuade the other to agree with his or her point of view and to agree on matters of mutual interest.	4.39	EI	4.24	EI
25	Innovativeness. Skills of exploiting new ideas for the purpose of gaining social or economic value.	4.34	EI	4.29	EI
26	Analytical skills. Ability to collect and analyze information, problem-solve, and make decisions.	4.39	EI	4.33	EI
27	Business and commercial acumen. Keenness and quickness in understanding and dealing with a “business situation” such as risks and opportunities in a manner that is likely to lead to a good outcome.	4.22	EI	4.36	EI
28	Adaptability and flexibility. Receptiveness to change and being able to respond with a positive attitude and willingness to learn new ways to achieve targets and objectives.	4.37	EI	4.40	EI
29	Marketplace and customer understanding. Ability to understand the customers’ need and want, then combining the products, services, information or experiences that satisfy customers.	4.37	EI	4.39	EI

30	Analysis and database skills. Ability to collect and organize data such that it is translated into meaningful information.	4.34	EI	4.36	EI
31	Marketing communications. Ability to give the right message to the right people and making them act, think or feel a certain way.	4.39	EI	4.41	EI
32	Customer service. Capabilities that make you well equipped to handle one-on-one interactions with clients.	4.39	EI	4.45	EI
33	Logistics expertise. Ability to analyze and design new distribution networks and optimize existing networks	4.24	EI	4.33	EI
34	Entrepreneurial competency. Abilities to use resources for improving enterprise performance, growth and economic development.	4.29	EI	4.24	EI
35	Organization and planning. Ability to develop strategies to accomplish goals and efficiently manage time, workload, resources and processes to get things done.	4.39	EI	4.38	EI
36	Writing ability. Skill of putting together thoughts, ideas and feelings as near to what you want to convey.	4.41	EI	4.38	EI
37	Motivational skills. Actions or strategies that elicit a desired behavior or response from a stakeholder.	4.37	EI	4.41	EI
38	Networking. Networking involves building and maintaining contacts and relationships with other people.	4.32	EI	4.37	EI
39	People skills. Ability to work with or talk to other people in an effective and friendly way.	4.41	EI	4.45	EI
40	Content management. Ability to create, write and manage content so as to achieve business goals and keeping the information displayed on a website fresh, informative, and appealing and other platforms.	4.32	EI	4.32	EI
41	Public speaking. Skill of effectively addressing an audience	4.39	EI	4.32	EI
42	Research. Ability to search for, find, collect, analyses, interpret and evaluate information that is relevant to the subject being studied	4.29	EI	4.23	EI
	Dimension Mean Score	4.35	EI	4.35	EI

On the level of importance of other specialized competencies, Females assigned the highest importance to “Customer service. Capabilities that make you well equipped to handle one-on-one interactions with clients” and “People skills. Ability to work with or talk to other people in an effective and friendly way,” both at 4.45, slightly exceeding the male ratings of 4.39 and 4.41, respectively. Males, on the other hand, rated competencies such as “Analytical skills. Ability to collect and analyze information, problem-solve, and make decisions,” “Influencing and Negotiation. Ability to persuade the other to agree with his or her point of view and to agree on matters of mutual interest,” “Marketing communications. Ability to give the right message to the right people and making them act, think or feel a certain way” and “Public speaking. Skill of effectively addressing an audience” the highest at 4.39 each, which were rated slightly lower by females.

Females rated “Research. Ability to search for, find, collect, analyses, interpret and evaluate information that is relevant to the subject being studied” the lowest at 4.23, while males rated it higher at 4.29. Additionally, males assigned the lowest importance to “Logistics expertise. Ability to analyze and design new distribution networks and optimize existing networks” at 4.24, compared to females' score of 4.33.

Females show higher emphasis on interpersonal and service-related skills, while males favor competencies associated with problem-solving, technical analysis, and communication.

These trends suggest gender-based differences in perceived importance of technical versus interpersonal competencies, potentially reflecting varied professional or academic focuses. This shows how important it is for both men and women to build a well-rounded set of skills that includes both intellectual and social skills.

Table 5. The level of importance of personal qualities/attitudes of the BSBA Marketing Management. (n = 177)

	Personal Qualities/Attitudes	Male	DI	Female	DI
43	Flexibility and adaptability. Responds well to change.	4.54	EI	4.51	EI
44	Empathy, Prudence and Temperance. Understands the situations, feelings, or motives of others.	4.63	EI	4.48	EI
45	Reliability. Can be depended on to complete work assignments.	4.51	EI	4.45	EI

46	Integrity. Understands and applies ethical principles to decisions	4.61	EI	4.48	EI
47	Self-discipline. Exhibits control of personal behavior.	4.61	EI	4.54	EI
48	Optimism towards work. Positive attitude toward work, Willingness to learn and ability to understand and takes directions for work assignments.	4.63	EI	4.56	EI
49	Pro-activeness. Tending to initiate change rather than reacting to events	4.59	EI	4.47	EI
50	Productivity. Measure of efficiency of a person completing a task	4.59	EI	4.54	EI
51	Initiative. Ability to assess and initiate things independently.	4.59	EI	4.55	EI
52	Accountability. Willingness to accept responsibility for consequences of actions	4.61	EI	4.52	EI
53	Leadership. The act of becoming effective change agent by making a positive difference in the society.	4.61	EI	4.49	EI
54	Professionalism. Conduct, behavior and attitude of someone in a work or business environment	4.63	EI	4.53	EI
55	Civic Responsibility. The sense of personal responsibility, individuals should feel to uphold their obligations as part of the community.	4.61	EI	4.46	EI
56	Environmental and Global Awareness. Moral obligation to protect the environment and promote sustainable development.	4.56	EI	4.40	EI
57	Professional Skepticism. Being alert to conditions that may indicate probable misstatement due to fraud. An attitude that includes a questioning mind.	4.56	EI	4.50	EI
58	Risk Orientation Mindset. To embrace uncertainties in each decision and sees hazards and opportunities.	4.61	EI	4.49	EI
59	Resilience. Strength to overcome obstacles.	4.59	EI	4.52	EI
	Dimension Mean Score	4.59	EI	4.50	EI

On the level of importance of personal qualities/attitudes, the male graduates rated “Empathy, Prudence and Temperance. Understands the situations, feelings, or motives of others”, “Optimism towards work. Positive attitude toward work, Willingness to learn and ability to understand and takes directions for work assignments” and “Professionalism. Conduct, behavior and attitude of someone in a work or business environment” the highest at 4.63, whereas female graduates scored “Optimism towards work. Positive attitude toward work, Willingness to learn and ability to understand and takes directions for work assignments” the highest at 4.56, slightly lower than males.

Females rated “Environmental and Global Awareness. Moral obligation to protect the environment and promote sustainable development” the lowest at 4.40, while males rated it higher at 4.56. Males also rated “Leadership. The act of becoming effective change agent by making a positive difference in the society” at 4.61 (“Extremely Important”), compared to females' lower rating of 4.49.

Males generally emphasized leadership and global awareness more strongly, while females placed a slightly higher focus on interpersonal and ethical attributes like “Professionalism” and “Self-discipline.”

These differences might be due to different gendered views or experiences in school and the workplace. This means that specific programs could help female students improve their leadership skills and world awareness while also helping male students improve their social skills. This can help both men and women grow as people in a healthy way.

Table 6. Summary of skillsets on the level of importance of the BSBA Marketing Management. (n = 177)

Level of Importance	Male	DI	Female	DI
Knowledge and Understanding of the Job	4.37	EI	4.24	EI
Business/Management Competencies	4.53	EI	4.36	EI
Marketing Competencies	4.40	EI	4.28	EI
Other Specialized Competencies	4.35	EI	4.35	EI
Personal Qualities/Attitudes	4.59	EI	4.50	EI
Grand Mean Score	4.45	EI	4.34	EI

The sex-disaggregated analysis of the summarized skill sets highlights key differences and trends between male and female

subgroups. Males assigned the highest importance to “Personal Qualities/Attitudes” with a mean score of 4.59, while females rated the same skill set slightly lower at 4.50. Similarly, males placed greater emphasis on “Business/Management Competencies” (4.53), compared to the female subgroup’s score of 4.36.

Females assigned the lowest importance to “Knowledge and Understanding of the Job” (4.24), while males rated it higher at 4.37. In contrast, both genders showed equal importance for “Other Specialized Competencies” at 4.35.

Males consistently rated competencies higher across all domains, emphasizing leadership and business management, while females demonstrated lower variability and slightly lower scores across technical and knowledge-focused domains.

These differences suggest that men may have different views because they tend to focus on wider and more management-related areas, while women tend to focus more on interpersonal and specific skills. Customized approaches might help close these gaps, promoting equal growth and skill development for men and women in marketing management education.

The extent of performance of the skill set of BSBA Marketing Management male and female graduates

Table 7. The extent of performance of knowledge and understanding of the job of the BSBA Marketing Management. (n = 177)

Knowledge and Understanding of the Job		Male	DI	Female	DI
1	Knowledge in employee's field of study	4.41	VGE	4.14	GE
2	Understanding of job-related information	4.34	VGE	4.16	GE
3	Specific technical knowledge required for the job (other than computer applications)	4.29	VGE	4.17	GE
4	Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	4.29	VGE	4.18	GE
5	Understanding of organizational context (industry regulations, competition, etc.)	4.29	VGE	4.06	GE
6	Understanding of international business	4.15	GE	3.97	GE
7	Understanding of the environment (latest developments in the specific field of practice)	4.37	VGE	4.10	GE
8	Understanding of systems and organizations (e.g., political systems, markets, cultures)	4.27	VGE	4.06	GE
9	Knowledge of peoples and cultures from other countries	4.22	VGE	4.01	GE
Dimension Mean Score		4.29	VGE	4.09	GE

On the extent of performance of knowledge and understanding of the job. Male graduates consistently rated “Knowledge in employee's field of study” (4.41) and “Understanding of the environment” (4.37) the highest, categorized as “Very Great Extent” (VGE). While their female counterparts assigning lower ratings, gave their highest score of 4.18 (“Great Extent” or GE) to “Knowledge of specific computer applications required for the job.”

Females rated “Understanding of international business” (3.97) and “Knowledge of peoples and cultures from other countries” (4.01) the lowest, both falling into the “Great Extent” range. Males rated these competencies higher at 4.15 and 4.22, respectively (VGE).

Males consistently rated all competencies higher than females, reflecting a broader emphasis on global and contextual knowledge, while females demonstrated relatively focused importance on technical proficiencies.

These differences show that men and women may have different ideas about what their strengths or goals are. This shows how important it is to create programs that boost women's confidence in their global skills while also making sure that all students in marketing management programs get the same amount of technical skill development.

Table 8. The extent of performance of business/management competencies of the BSBA Marketing Management. (n = 177)

Business/Management Competencies		Male	DI	Female	DI
10	Perform the basic functions of management such as planning, organizing, staffing, directing and controlling	4.56	VGE	4.27	VGE
11	Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resource management, production and operations management, information technology, and strategic management) and employ these concepts in various business	4.46	VGE	4.26	VGE

	situations.				
12	Select the proper decision-making tools to critically, analytically and creatively solve problems and drive results.	4.49	VGE	4.29	VGE
13	Express oneself clearly and communicate effectively with stakeholders both in oral and written forms.	4.54	VGE	4.38	VGE
14	Apply information and communication technology (ICT) skills as required by the business environment	4.56	VGE	4.27	VGE
15	Work effectively with other stakeholders and manage conflict in the workplace.	4.51	VGE	4.29	VGE
16	Plan and implement business related activities.	4.49	VGE	4.24	VGE
17	Demonstrate corporate citizenship and social responsibility	4.54	VGE	4.28	VGE
18	Exercise high personal moral and ethical standards.	4.51	VGE	4.38	VGE
	Dimension Mean Score	4.52	VGE	4.29	VGE

The sex-disaggregated analysis of the extent of performance in business/management competencies reveals notable disparities.

Males assigned the highest importance to “Perform the basic functions of management” and “Apply information and communication technology (ICT) skills” (both at 4.56, categorized as “Very Great Extent” or VGE). Females, on the other hand, rated “Express oneself clearly and communicate effectively with stakeholders” the highest at 4.38, slightly lower than the male subgroup’s 4.54 for the same competency.

Females gave the lowest score to “Plan and implement business-related activities” (4.24), whereas males rated the same competency higher at 4.49. Patterns: Across all competencies, males consistently provided higher ratings, particularly in decision-making, management functions, and ICT-related skills, indicating broader emphasis on technical and managerial performance. Females showed a relatively consistent emphasis on communication and ethical responsibilities.

These disparities highlight potential gender-based differences in prioritization of management and technology-related competencies versus communication and interpersonal skills. Addressing these differences through tailored training programs could ensure balanced competency development and strengthen overall performance for both genders.

Table 9. The extent of performance of marketing competencies of the BSBA Marketing Management. (n = 177)

	Marketing Competencies	Male	DI	Female	DI
19	Apply the concepts along marketing management and use them in various business situations both in local and international context.	4.39	VGE	4.17	GE
20	Demonstrate critical and analytical skills to analyze, innovate, and manage a strategic business direction	4.46	VGE	4.22	VGE
21	Communicate well and express ideas through various modalities and diverse context	4.41	VGE	4.30	VGE
22	Demonstrate positive values and work ethics that promote a sense of responsibility and accountability in their chosen profession	4.37	VGE	4.32	VGE
23	Conduct research-based and community-based materials for instruction, extension, and other alternative education modes.	4.34	VGE	4.17	GE
	Dimension Mean Score	4.40	VGE	4.24	VGE

The sex-disaggregated analysis of marketing competencies reveals distinct disparities between male and female subgroups.

Males rated “Demonstrate critical and analytical skills to analyze, innovate, and manage a strategic business direction” the highest at 4.46 (“Very Great Extent” or VGE), while females assigned their highest score of 4.32 (VGE) to “Demonstrate positive values and work ethics that promote a sense of responsibility and accountability.”

Females gave the lowest rating of 4.17 (GE) to “Apply the concepts along marketing management and use them in various business situations” and “Conduct research-based and community-based materials,” both rated higher by males at 4.39 and 4.34, respectively (both VGE).

Males consistently rated all competencies higher, particularly in analytical and strategic domains, whereas females placed relatively lower emphasis on research-based and business application-oriented competencies.

These trends may indicate varying levels of confidence or prioritization between genders, emphasizing the need for tailored educational strategies to enhance female performance in analytical and application-focused competencies while fostering continued well-rounded competency development across both genders.

Table 10. The extent of performance of other specialized competencies of the BSBA Marketing Management. (n = 177)

	Other Specialized Competencies	Male	DI	Female	DI
24	Influencing and Negotiation. Ability to persuade the other to agree with his or her point of view and to agree on matters of mutual interest.	4.41	VGE	4.20	GE
25	Innovativeness. Skills of exploiting new ideas for the purpose of gaining social or economic value.	4.39	VGE	4.22	VGE
26	Analytical skills. Ability to collect and analyze information, problem-solve, and make decisions.	4.46	VGE	4.29	VGE
27	Business and commercial acumen. Keenness and quickness in understanding and dealing with a “business situation” such as risks and opportunities in a manner that is likely to lead to a good outcome.	4.37	VGE	4.24	VGE
28	Adaptability and flexibility. Receptiveness to change and being able to respond with a positive attitude and willingness to learn new ways to achieve targets and objectives.	4.46	VGE	4.33	VGE
29	Marketplace and customer understanding. Ability to understand the customers' need and want, then combining the products, services, information or experiences that satisfy customers.	4.46	VGE	4.31	VGE
30	Analysis and database skills. Ability to collect and organize data such that it is translated into meaningful information.	4.34	VGE	4.29	VGE
31	Marketing communications. Ability to give the right message to the right people and making them act, think or feel a certain way.	4.44	VGE	4.29	VGE
32	Customer service. Capabilities that make you well equipped to handle one-on-one interactions with clients.	4.44	VGE	4.36	VGE
33	Logistics expertise. Ability to analyze and design new distribution networks and optimize existing networks	4.34	VGE	4.26	VGE
34	Entrepreneurial competency. Abilities to use resources for improving enterprise performance, growth and economic development.	4.32	VGE	4.22	VGE
35	Organization and planning. Ability to develop strategies to accomplish goals and efficiently manage time, workload, resources and processes to get things done.	4.46	VGE	4.29	VGE
36	Writing ability. Skill of putting together thoughts, ideas and feelings as near to what you want to convey.	4.44	VGE	4.29	VGE
37	Motivational skills. Actions or strategies that elicit a desired behavior or response from a stakeholder.	4.44	VGE	4.29	VGE
38	Networking. Networking involves building and maintaining contacts and relationships with other people.	4.37	VGE	4.25	VGE
39	People skills. Ability to work with or talk to other people in an effective and friendly way.	4.46	VGE	4.34	VGE
40	Content management. Ability to create, write and manage content so as to achieve business goals and keeping the information displayed on a website fresh, informative, and appealing and other platforms.	4.41	VGE	4.27	VGE
41	Public speaking. Skill of effectively addressing an audience	4.41	VGE	4.26	VGE
42	Research. Ability to search for, find, collect, analyses, interpret and evaluate information that is relevant to the subject being studied	4.32	VGE	4.21	GE
	Dimension Mean Score	4.41	VGE	4.28	VGE

The sex-disaggregated analysis of other specialized competencies reveals significant disparities and trends between male and female subgroups.

Males consistently rated “Analytical skills,” “Adaptability and flexibility,” “Marketplace and customer understanding,” “Organization and planning,” and “People skills” the highest at 4.46 (categorized as “Very Great Extent” or VGE). Females, on the other hand, assigned their highest score of 4.36 (VGE) to “Customer service.”

Females rated “Research” the lowest at 4.21 (“Great Extent” or GE), while males rated it higher at 4.32 (VGE). Similarly, males gave the lowest rating of 4.34 (VGE) to “Analysis and database skills” and “Logistics expertise,” whereas females rated “Logistics expertise” slightly lower at 4.26.

Males showed a broader emphasis across competencies associated with analytical and managerial domains, while females emphasized interpersonal and service-oriented skills, with more varied ratings across technical competencies.

These disparities suggest gendered preferences or confidence levels in specialized competencies, highlighting the need to strengthen technical and analytical skills for females while fostering interpersonal and service-oriented capabilities for males. Balancing these competencies could ensure a well-rounded skillset for all BSBA Marketing Management students.

Table 11. The extent of performance of personal qualities/attitudes of the BSBA Marketing Management. (n = 177)

	Personal Qualities/Attitudes	Male	DI	Female	DI
43	Flexibility and adaptability. Responds well to change.	4.44	VGE	4.43	VGE
44	Empathy, Prudence and Temperance. Understands the situations, feelings, or motives of others.	4.41	VGE	4.42	VGE
45	Reliability. Can be depended on to complete work assignments.	4.44	VGE	4.48	VGE
46	Integrity. Understands and applies ethical principles to decisions	4.46	VGE	4.46	VGE
47	Self-discipline. Exhibits control of personal behavior.	4.46	VGE	4.50	VGE
48	Optimism towards work. Positive attitude toward work, Willingness to learn and ability to understand and takes directions for work assignments.	4.44	VGE	4.49	VGE
49	Pro-activeness. Tending to initiate change rather than reacting to events	4.46	VGE	4.39	VGE
50	Productivity. Measure of efficiency of a person completing a task	4.46	VGE	4.42	VGE
51	Initiative. Ability to assess and initiate things independently.	4.49	VGE	4.47	VGE
52	Accountability. Willingness to accept responsibility for consequences of actions	4.41	VGE	4.44	VGE
53	Leadership. The act of becoming effective change agent by making a positive difference in the society.	4.44	VGE	4.39	VGE
54	Professionalism. Conduct, behavior and attitude of someone in a work or business environment	4.46	VGE	4.45	VGE
55	Civic Responsibility. The sense of personal responsibility, individuals should feel to uphold their obligations as part of the community.	4.49	VGE	4.39	VGE
56	Environmental and Global Awareness. Moral obligation to protect the environment and promote sustainable development.	4.46	VGE	4.43	VGE
57	Professional Skepticism. Being alert to conditions that may indicate probable misstatement due to fraud. An attitude that includes a questioning mind.	4.41	VGE	4.37	VGE
58	Risk Orientation Mindset. To embrace uncertainties in each decision and sees hazards and opportunities.	4.46	VGE	4.38	VGE
59	Resilience. Strength to overcome obstacles.	4.54	VGE	4.42	VGE
	Dimension Mean Score	4.46	VGE	4.43	VGE

The sex-disaggregated analysis of personal qualities/attitudes reveals minor but insightful disparities between male and female subgroups.

Males rated “Resilience” the highest at 4.54 (“Very Great Extent” or VGE), while females assigned their highest score of 4.50 (VGE) to “Self-discipline.”

Females rated “Professional Skepticism” the lowest at 4.37, compared to males' rating of 4.41 for the same competency, both still within the VGE range. Males assigned their lowest score of 4.41 (VGE) to “Empathy, Prudence, and Temperance,” whereas females rated it marginally higher at 4.42.

Both genders consistently rated most competencies within the “Very Great Extent” category, with females emphasizing ethical and self-management attributes like “Self-discipline” and “Optimism towards work,” while males focused slightly more on resilience and leadership attributes.

These subtle differences may highlight gender-based preferences or confidence in specific personal qualities, suggesting opportunities for targeted reinforcement of underemphasized traits like skepticism for females and empathy for males to cultivate balanced personal and professional attitudes in marketing management education.

Table 12. Summary of skillsets on the extent of performance of the BSBA Marketing Management. (n = 177)

Extent of Performance	Male	DI	Female	DI
Knowledge and Understanding of the Job	4.29	VGE	4.09	GE
Business/Management Competencies	4.52	VGE	4.29	VGE
Marketing Competencies	4.40	VGE	4.24	VGE
Other Specialized Competencies	4.41	VGE	4.28	VGE
Personal Qualities/Attitudes	4.46	VGE	4.43	VGE
Grand Mean Score	4.41	VGE	4.27	VGE

The sex-disaggregated analysis of the summary of skillsets on the extent of performance highlights notable disparities and trends.

Males consistently rated “Business/Management Competencies” the highest at 4.52 (“Very Great Extent” or VGE), while females rated “Personal Qualities/Attitudes” the highest at 4.43 (VGE).

Females assigned the lowest score of 4.09 (“Great Extent” or GE) to “Knowledge and Understanding of the Job,” compared to males' higher score of 4.29 (VGE) for the same skillset.

Males consistently rated all skillsets higher than females, with the most pronounced gap observed in “Knowledge and Understanding of the Job.” Both genders exhibited relatively aligned scores in “Marketing Competencies” and “Other Specialized Competencies,” suggesting agreement on their importance.

These disparities may reflect differing priorities, with males emphasizing managerial and technical domains, while females prioritize interpersonal and ethical dimensions. Addressing these differences through tailored curriculum interventions can ensure both genders achieve balanced development across technical, managerial, and personal competencies.

Strategies to Enhance the Skill Set of BSBA Marketing Management's Male and Female Students

A tailored strategies that address each group's unique challenges and opportunities to enhance the skill sets of male and female BSBA Marketing Management students, the program can implement the following:

For male students. Focus on leadership development, with structured programs inclined toward improving decision-making, negotiation, and strategic leadership skills. These could provide males with exclusive leadership challenge activities and executive-level simulations for students' skill set development.

Engaging the male students in certification courses specialized in digital marketing and data analytics. These could strengthen their technical skills and provide real-world exposure to cutting-edge tools and strategies.

Encouraged male students to engage in cross-functional team projects. These could help them develop a broader business sense and adaptability and further enhance their problem-solving skills,

For female students. Empower the female students through collaborating with successful female leaders in the marketing industry through mentorship programs. This could provide female students with personalized guidance, overcoming gender-specific career challenges and preparing them for leadership roles.

Load-up leadership workshops focusing on confidence-building, assertiveness, and strategic decision-making. This could help female students gain the necessary skills to lead in group projects and internships.

Offering opportunities for global marketing exposure, such as study abroad programs or international internships. This could help female students gain a broader understanding of global marketing practices and expand their professional networks worldwide.

Soft skills workshops focus on communication, negotiation, and public speaking. This could empower female students to be more assertive and confident, helping them present ideas and lead in professional settings.

IV. Conclusions

The findings reveal clear differences in competency priorities between male and female BSBA Marketing Management graduates, reflecting gender-specific learning approaches and skill strengths. Male graduates tend to emphasize business,

leadership, and technical skills, whereas female graduates prioritize interpersonal qualities, ethical considerations, and strategic decision-making. These distinctions underscore the need for targeted educational interventions to address competency gaps and encourage balanced skill development.

To improve career readiness and competitiveness in the industry, marketing education should incorporate customized strategies. Male students would benefit from leadership training, digital marketing certifications, and cross-functional project involvement to strengthen their managerial and analytical abilities. Meanwhile, female students would gain from mentorship programs, confidence-building workshops, global marketing exposure, and soft skills development to prepare them for leadership roles and strategic decision-making.

By adopting a gender-responsive educational framework, institutions can bridge competency disparities and cultivate an inclusive, adaptable workforce. This approach enhances the technical, managerial, and interpersonal expertise of graduates, equipping them with the skills necessary for success in the dynamic marketing landscape.

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