

Impact Study of Professional Salesmanship Course to the Learning Experiences, Student Learning and Learner Diversity of the Business Graduates

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Abstract

This research study focused on the impact of the course Professional Salesmanship on the Bachelor of Science in Business Administration major in Marketing Management. This is a program that produces well-rounded, globally competitive graduates equipped with the knowledge to cover specific areas in marketing. The program covers areas including professional salesmanship and sales management. This study helped the students recognize selling as a career. Making them realized the participation of each element in getting the desired output in the sales organization. This study is to determine the impact of a course on the economic life, which can be considered as the economic value of an individual's life, which can be calculated by considering one's yearly income. This study led to Holistic Student Development in school education. It refers to an approach that seeks to foster all aspects of a child's progress and well-being. It emphasizes students' physical, intellectual, emotional, social, and moral growth. The key features of holistic learning include educating the whole student, viewing students as part of the whole, embracing a caring classroom culture, and engaging in experiential learning. The research employed a quantitative research methodology with a descriptive approach to investigate the impact of the course Professional salesmanship to the economic life of the BSBA Marketing Management students. This method allowed the analysis of statistically significant relationships and generalized findings on their perceptions and engagement. To achieve this, a rigorously designed survey will be administered, containing a combination of closed-ended and Likert-scale questions.

Keywords: learner diversity, student learning, learning experiences

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Introduction

One of the thrusts for every higher academic institution in the Philippines is to deliver quality higher education to its stakeholders, with a particular focus on student outcomes. The concentration of learning experiences, student learning, and learner diversity. This endeavor is conducted to determine the impact of the Professional Salesmanship course on the business graduates of a State University in the Philippines from the school year 2018–2022. This study will focus on the impact of the course Professional Salesmanship on business graduates. This program produces well-rounded, globally competitive graduates equipped with the knowledge to excel in specific areas of business. It refers to an approach that seeks to foster all aspects of a child's progress and well-being. It emphasizes students' physical, intellectual, emotional, social, and moral growth. The key features of holistic learning include educating the whole student, viewing students as part of the whole, embracing a caring classroom culture, and engaging in experiential learning. The holistic student development in school education. It refers to an approach that seeks to foster all aspects of a child's progress and well-being. Education has evolved beyond the traditional focus on academic learning. In today's fast-paced and ever-changing world, holistic development has become a key aspect of education for lifelong learners. Holistic development encompasses the mental, emotional, physical, and social well-being of individuals, ensuring they grow into well-rounded individuals (Flowclass, 2024). It emphasizes students' physical, intellectual, emotional, social, and moral growth. The key features of holistic learning include educating the whole student, viewing the student as part of the whole, embracing a caring classroom culture, and engaging in experiential learning. The course Professional Salesmanship will put selling on a professional basis, taking into account the demands of changing times, advanced technologies, new products, and sophisticated buyers. Course topics include the selling and buying processes, creating value in buyer-seller relationships, prospecting, sales call planning, communicating the message, negotiating for win-win solutions, closing the sale, and motivating, compensating, and training salespeople (Gonzales, 2021).

The study aims to determine the impact of the course Professional Salesmanship. The business graduates' learning experiences, student learning, and diversity of learners are identified. This learner activity includes acquiring knowledge, skills, and attitudes, often moving beyond traditional instruction to include immersive, active, and digital interactions. These experiences are learner-centered, designed to be engaging, relevant, and effective for achieving specific outcomes. Student learning is often measured by educational outcomes. It is enhanced through active engagement, connecting new information to prior knowledge, and fostering positive teacher-student relationships. Effective learning involves understanding core concepts and applying them, rather than mere memorization. The diversity of learners encompasses the unique differences students bring to the classroom, including cognitive abilities, cultural backgrounds, gender, socioeconomic status, special needs, and learning styles. Embracing this diversity requires educators to use differentiated instruction, inclusive, and culturally responsive teaching strategies to ensure all students can thrive.

Literature Review

Professional Salesmanship Course

Zheng (2022) examined how social networks influence the effectiveness of salesmanship. The findings indicate that salespeople who maintain strong professional and social connections are more successful in building trust and influencing customer decisions. This

shows that professional salesmanship contributes positively to relationship building and sales effectiveness. The analysis of the relationship between salesmanship and sales performance revealed that professionalism, product knowledge, and ethical conduct of salespeople significantly improve sales outcomes. The study emphasizes that effective salesmanship has a direct impact on organizational performance (Iyadi & Isikadi, 2024). An article in the *Journal of Business & Industrial Marketing* investigated the impact of salesperson customer orientation on customer satisfaction and loyalty. The findings showed that salespeople who focus on understanding customer needs and offering appropriate solutions increase customer satisfaction and long-term loyalty. This highlights the importance of professional salesmanship in sustaining customer relationships (Singh & Venugopal, 2015). A study by Omar (2016) examined the moderating role of selling skills and product knowledge on customer satisfaction and organizational performance. The results revealed that professional selling skills strengthen customer trust and enhance overall business performance. This suggests that salesmanship plays a critical role in achieving positive customer and organizational outcomes. Akroush and Abu Elsamen (2012) explored the effect of professional sales practices on marketing performance. The study found that ethical selling behavior, effective communication, and customer-focused strategies significantly improve sales results. These findings confirm the positive impact of professional salesmanship on marketing success. A related discussion of the influence of professional salesmanship on customer engagement reported that customers respond more positively to salespeople who demonstrate confidence, courtesy, and competence. This indicates that professional behavior in sales enhances customer perceptions and buying intentions (Igani et al., 2024). Evanschitzky et al. (2012) examined the role of sales employees in securing customer commitment. The results showed that professional interaction, trust-building, and relationship management skills contribute to stronger customer commitment. This supports the idea that salesmanship plays an important role beyond short-term sales. Another study focused on the impact of salesmanship on customer loyalty. The findings revealed that professional selling approaches, such as personalized communication and ethical conduct, significantly increase customer loyalty. This demonstrates that effective salesmanship is essential for long-term customer retention (Ali et al., 2024). A further study analyzed the relationship between salesmanship and sales performance. The results indicated that salespeople with strong communication and negotiation skills consistently achieve higher sales targets. This confirms that professional salesmanship directly contributes to improved sales performance (Levine et al., 2024). A research report examined how professional selling skills influence customer satisfaction. The study found that knowledgeable and courteous salespeople create positive customer experiences, leading to repeat purchases and customer satisfaction. This highlights the importance of professional salesmanship in supporting business growth (Shumaker, 2023).

Learning Experiences

Using bibliometric methods, Donthu et al. (2021) analyzed the top articles, authors, and topics in the *Journal of Marketing Education* and grouped them into ten thematic clusters, including experiential learning and innovative teaching techniques. Bennejean and Dixon (2025) argue that sales curricula need continual refreshing to match a changing sales environment and shifting student (Gen Z) expectations. Grewal et al. (2025) propose pedagogical practices to help marketing educators prepare students for a technology-enabled era, focusing on digital tools, multiple class modalities, and an enhanced role for experiential learning. A qualitative analysis across six programme editions at the Polytechnic Institute of Viseu, Portugal (2021–2023), found that students valued active methodologies, intercultural

collaboration, and industry-aligned skill development, alongside noted implementation challenges. Scribner et al. (2025) offer insight on aligning sales curricula with the modern, technology-driven sales environment. Mainga, Murphy-Braynen, et al. (2022), in *Graduate Employability of Business Students*, conducted an exploratory descriptive study surveying final-year business students and found that graduating seniors rank communication, learning, positive attitude, and problem-solving as the most critical skills for entry-level positions. While confident in their core knowledge, students identified creativity and conflict management as areas needing further development. Mainga, Daniel, et al. (2022) found that interactive learning methods tied to engagement, critical reflection, and applied knowledge—such as case studies, group presentations, and internships—were ranked relatively low in importance by students themselves, pointing to a mismatch between preferred and effective learning methods. According to Fang et al. (2023), semi-structured interviews with business students found that face-to-face tutorials and workshops were crucial for experiential, collaborative learning that emergency remote instruction struggled to replicate. Rivera and Garden's (2021) assessment, published in *Assessment & Evaluation in Higher Education*, noted that while gamification is widely believed to enhance motivation and engagement in business and education settings, empirical evidence remains mixed, with some studies even reporting negative outcomes. Bai et al. (2022) conducted a two-cycle design-based study during the pandemic-driven shift to online teaching and found that adding a “fantasy” element to a gamification model improved student engagement, interaction quality, and learning performance compared to the original model.

Student Learning

Cummins et al. (2020) synthesize a decade of sales-education research and find that scholars have only begun to understand how to build effective sales-learning pedagogy. Donthu et al. (2021) conducted a bibliometric study that clusters *Journal of Marketing Education* research into ten themes, with experiential learning and multiple experiential techniques identified as among the most active, evolving areas of study. Bennejean and Dixon (2025) call for a continuous curriculum refresh to keep pace with how sales work—and how students learn—has changed. Grewal et al. (2025) propose updated pedagogical practices—digital tools, varied class modalities, and expanded experiential learning—to strengthen student learning in a technology-enabled marketplace. Scribner et al. (2025) examine how well current sales curricula build the competencies students need for the modern selling environment. Passarelli and Kolb (2021) explain that role-play alone does not guarantee real learning gains unless it is deliberately structured around the concrete-experience → reflection → conceptualization → active-experimentation cycle. A qualitative analysis across six programme cohorts found that students gained industry-aligned skills through active, collaborative methodologies, alongside real implementation challenges instructors had to manage (Chapman et al., 2016). Chopra (2025) applies Kolb's experiential learning theory as a foundational framework for integrating practical experiences into the curriculum, showing that immersive, real-world learning environments meaningfully bridge classroom instruction and applied skill-building. McLeod (2025) explains how the four-stage Kolb cycle (concrete experience, reflective observation, abstract conceptualization, active experimentation) is used in workplace and classroom training to convert practice into retained knowledge—a useful theoretical anchor for a conceptual framework. Siagian et al. (2024) note that persuasive-communication strategies in negotiation have evolved substantially and require adaptive, ethically grounded skill-building, and further state that sales roles offer opportunities for developing a wide range of skills, including communication, negotiation, persuasion, problem-solving, and relationship-building—a direct description of the intended learning outcomes of a

Professional Salesmanship course. The survey-based study of final-year business students identified communication skills, learning skills/agility, and positive attitude as the top employability competencies gained through coursework (Mainga, Murphy-Braynen, et al., 2022). A PRISMA systematic review of 30 studies (2017–2021) plus 188 employers found a persistent gap between what graduates have learned and what entry-level employers need, particularly in communication and customer focus (Mercado & Mercado, 2025). Mainga, Daniel, et al. (2022) found that experiential, applied learning methods (case studies, group presentations, internships) were rated less influential by students than expected, raising questions about which pedagogies actually translate into learned competencies. Cabasag (2025) cites Mainga, Murphy-Braynen, et al. (2022) in identifying communication, learning agility, positive attitude, and problem-solving as the core competencies business coursework should be producing in graduates.

Learner Diversity

Protopapa and Plangger (2023) argue, in the introduction to a dedicated special issue, that the diverse needs, wants, and preferences of audiences require fresh strategies to foster inclusive and responsible marketing practices in the classroom. A systematic review of 31 studies synthesizing strategies effective for supporting inclusion and diversity in the marketing classroom proposed a future research agenda, finding the most effective approaches involved technology use, diversity-conscious curriculum design, diversity-focused projects, and extra-curricular activities. Notably, it discusses how sales role-play performance activities have been used specifically to increase cultural intelligence among sales students (Riedel et al., 2023). Ferreira et al. (2022) propose an “Inside-Out” framework, grounded in Experiential Learning Theory, arguing that exposing students to societal diversity and inclusive practices in their marketing curricula better prepares them to connect with diverse consumers in industry. A student-co-authored study involving learners on four different management programs from six different countries examined how a real client brief centered on equality and diversity shapes learner awareness and behavior (Everett et al., 2023). Hass et al. (2023) examine how the pandemic-driven shift to online instruction disproportionately affected minority business/marketing students—a key equity dimension of learner diversity. Grier (2020) implements and assesses a course project designed to build students’ awareness and understanding of diversity and inclusion in a marketing setting. Groza et al. (2024) investigate how students’ differing thinking/learning styles interact with course delivery mode to affect engagement—directly relevant to how diverse learners respond to a Professional Salesmanship course delivered differently. Alonso-Martín et al. (2020) emphasize that understanding students’ learning styles is important for facilitating the teaching–learning process in higher education, and find meaningful variability by gender and academic context. Lambert et al. (2024) use a case-study approach to help students apply theoretical marketing knowledge empathetically to diverse, real-world cultural contexts. Subban et al. (2025) note that acknowledging and celebrating student diversity is now integral to most universities, requiring instructional methods that accommodate this richness rather than a “one size fits all” approach. Dhakal (2024) explains differentiated instruction (DI) as a student-centered approach in which teachers tailor content, learning processes, and assessment to students’ readiness, interests, and learning profiles, with evidence that DI improves motivation, engagement, and self-efficacy. Goyibova et al. (2025) frame differentiation around multiple intelligences and diverse learning profiles, offering a methodological lens applicable to how a salesmanship course might (or might not) accommodate varied learner types. DiLeo (2024) notes that differentiation is essential to accommodate diverse student backgrounds and abilities in order to achieve competency

development, even though it is more challenging to implement in larger classes—relevant to large BSBA sections taking Professional Salesmanship. Atav (2024) states that in today's diverse marketplace, embedding Diversity, Equity, and Inclusion (DEI) in marketing education is essential.

Methodology

Research Design

It is a broad plan or strategy for carrying out research to evaluate testable research questions of interest and is regarded as the framework or blueprint of the study (Kalaian, 2008). The study's design establishes the primary and secondary study types and, if necessary, the data-gathering techniques and statistical analysis strategy. The study's methodology will use quantitative descriptive design. The impact study used survey questionnaire developed by the Commission on Higher Education (CHED) and modified by the researcher. This study utilized convenience sampling. This is a practical and efficient method for collecting data when time, resources, or access to a population are limited.

Population and Sampling

It encompassed the one hundred (100) marketing management graduates for SY 2018–2022. The researcher used a survey questionnaire in gathering the necessary data for this study. The questionnaire adopted from the Commission on Higher Education (CHED)- a standardized tracer study questionnaire. Some parts modified as the source of information to answer the research questions. Data were gathered through availability sampling. It refers to the same method of Purposive or convenience sampling, all highlight the aspect of researcher choice or ease of access in selecting the sample, rather than relying on random chance. This is a practical and efficient method for collecting data when time, resources, or access to a population are limited. It will encompass at least seventy business graduates particularly the BSBA major in Marketing Management for year 2018–2022.

Instrument

The study's methodology used a quantitative descriptive design using graduate survey of the Commission of Higher Education (CHED).

Data Collection

In gathering data, the researchers used a Google form sent online to the identified graduates of BSBA Marketing Management, year 2018–2022. Each question was explained to ensure understanding for the attainment of accuracy and truthfulness of the response. Upon the collection of the following data and after the information was gathered, researchers include data summarization, data description, statistical description, and illustrative data. These terms all refer to the procedure in adapting statistical methods in summarizing and present the significant features of a dataset. The process of arranging and presenting data in a way that shows the frequency of occurrence of different values or categories. This term related to position, order, and relative standing within a group. It includes position, level, order, standing, classification, grading or rating.

Data Analysis

The researchers need to identify the types of data required. It should develop appropriate information collection instruments. The accumulated knowledge then needs to be stored securely, assessed, interpreted, and reported effectively. The questionnaire was composed of general information, educational background, studies attended after college such as training, data during employment period, and subjects/ syllabus suggestions to match with industry expectations. After the data has been gathered, descriptive statistics are used to analyze the frequency distribution of tables, percentiles, and rankings.

Ethical Considerations

The research procedures were followed, met, and respected by the researchers to convey the idea of making certain that something is of a certain standard or level of excellence, results can be depended upon to be consistent and accurate, both within the study itself and in future applications. It generally refers to the information obtained or determined through a research process. The participants are eager to contribute, inclined to participate, and amenable to the study. The highlights of the data were intentionally kept hidden from others. All participants received documents that permitted them or indicated that their agreement would be suitable.

The following considerations were employed in the study: Informed Consent: This will ensure that all research participants fully comprehend the study's purpose and potential applications. They will provide a clear explanation of data usage and emphasize participants' right to withdraw their consent at any time. Another is Confidentiality: This is a dedication to the preservation of confidentiality in participants' personal information and responses. Followed by Respect for Diversity: this will encompass a wide range of participants, reflecting diverse ethnicity, genders, ages, and backgrounds. Another is the Responsible Data Handling: this will consistently and securely manage research data, adhering to data protection regulations. They will take measures to anonymize and encrypt data when necessary. To consider also the Truthful Reporting: This will ensure that the reporting or research findings are accurate and honest, devoid of exaggeration or manipulation to fit preconceived expectations or interests. And lastly, Public Interest: This will prioritize the well-being of the public and society, striving to make a positive contribution to the broader discussion on beauty standards, products, and their societal impacts

Results and Discussion

This part outlines the data collected from participants using the official questionnaire or a CHED-based alumni survey. Essentially, it means utilizing the official CHED questionnaire to gather data from graduates about their educational and employment experiences. The data was examined to provide a detailed look, processed to suggest transformations, and interpreted through the implementation of frequency distribution tables below.

Table 1
Profile of the Respondents

Sex	n	%
Female	42	60
Male	28	40
Civil Status		
Single	69	98.6
Single Parent	1	1.4
Region of Origin		
Region IV-A CALABARZON/MIMAROPA)	67	95.7
Region 3 (Central Luzon)	2	2.9
Region 5 (National Capital Region)	1	1.4
Province		
Laguna	58	82.8
Cavite	4	5.7
Bulacan	2	2.9
Batangas	3	4.4
Bohol	1	1.4
Bicol	1	1.4
Quezon	1	1.4
Professional Examination Passed		
Licensure Examination for Teachers	15	22.0
Civil Service Exam – Professional	8	11.3
Civil Service Exam – Sub Professional	2	2.9
Insurance Commission Exam	1	1.5
None	44	62.3
Reason for Taking the Course		
Good grades in high school	15	22
Good grades in the course	13	18
Influence of parents or relatives	12	16
Strong passion for the profession	9	13
Peer influenced	8	11.8
Inspired by a role model	8	11.8
Prospect for immediate employment	4	5.9
Status or prestige	1	1.5
n = 70		

Table 1 discusses the sex distribution of BSBA marketing management graduates, showing that 60.3% were female and 39.7% were male. This means that most of the SY 2018–2022 graduates are female. On the other hand, almost all graduates were single, accounting for 98.5%, while 1.5% were single parents. Meanwhile, based on the respondents' region of origin or province where they currently live, 95.4% were residing in Region IV-A in the area of CALABARZON and MIMAROPA province, 2.9% lives on Region 3 (Central Luzon), and 1.5% were residing in the National Capital Region. The majority of the respondents lives in the province of Laguna, 72.1% or 49 of them answered the stated area. Another area where the graduates were investigated was the professional examination they passed. Most of them, or 22% passed the licensure examination for teachers, followed by the civil service exam for professional level of 10.3%, next the civil service exam for sub professional level of 2.9%, and 1% answered the insurance commission exam. And finally, for the respondents' profile,

they were asked why they had taken the BSBA marketing management program, 22% or fifteen out of 68 graduates said that they have a good grades in high school, 17.6% or 12 participants mentioned that they have high grades in the course, 16% or 11 of them were influence of parents or relatives, 13% or 9 of them responded that the strong passion for the profession, 11.8% or 8 of them answered peer Influenced and inspired by a role model, 5.9% or 4 of them answered prospect for immediate employment and lastly, only 1 graduate or 1.5% answered because of status or prestige.

Table 2
Employment Data

Employment Status	n	%
Employed	66	94.3
Unemployed	4	5.7
Reasons of Unemployed Graduates		
Family concern and decided no	2	66.7
Health-related reason (s)	2	66.7
No job opportunity	1	33.3
Business venture	1	33.3
Present Employment Status		
Regular or Permanent	55	78.6
Temporary	2	2.9
Casual	2	2.9
Contractual	4	5.9
Self-employed	9	11.8
Line of Business of the Company		
Financial intermediation	14	20
Real Estate, Renting and Business Activities	10	14.4
Wholesale and Retail trade, Repair of Motor Vehicle	7	10
Manufacturing	6	8.7
Education	4	5.7
Health & Social Work	5	7.1
Other Community, Social & Personal Services Activities	5	7.1
Extra-territorial Organizations and Bodies	3	4.3
Agriculture, Hunting and Forestry	1	1.4
Electricity, Gas and Water Supply	1	1.4
Construction	5	7.1
Hotels and Restaurants	5	7.1
Transport Storage and Communication	4	5.7
Place of Work		
Local	62	88.6
Abroad	8	11.4
First Job After College		
No	42	60
Yes	28	40
Reasons for Staying on the Job		
Salaries and benefits	20	74.1
Career challenge	17	63
Related to special skills	12	44.4

Related to course or program	13	48.1
Proximity to residence	10	37
Peer influence	1	3.7
Family influence	3	11.1
First Job is Related to the Course Taken		
Yes	23	32.8
No	4	5.8
No response	43	61.4
Competencies Learned in College that is Useful in First Job		
Communication skills	26	86.7
Human Relations skills	15	50
Problem Solving skills	20	66.7
Critical Thinking skills	20	66.7
Sellings skills	16	53.3
Entrepreneurial skills	13	43.3
Information Technology skills	5	16.7
Business administration skills & basic marketing skills	1	3.3
n = 70		

Table 2 presented the employment data of all the graduates. The parameters identified here are based on the CHED standardized tracer study questionnaire form. The current employment status of graduates says that 24 out of 28 are employed, with which 70.8% of them being regular or permanent employees in their respective companies. Four respondents said they are casual, while the remaining three employed graduates are contractual or self-employed.

Based on the survey, the impact of the course on the learning experiences of business graduates highlights business graduates' employability and competence. Some of the core learning outcomes and real-world impact provide skill acquisition and development through

1. Role playing that engage in recorded role-plays and real-world sales pitches that helps students to translate theoretical frameworks into practical actions.
2. Increased confidence in problem-solving, reading consumer behavior, active listening, and handling objections.
3. Their active learning shift will move away from passive lectures, and active learning strategies heavily foster behavioral skill development.

Based on the survey, the impact of the course on the student learning of graduates is employed, business graduates who participate in sales simulations is significant.

1. They are less “entry shock” upon entering the workforce, which leads to higher confidence in their individual critical thinking and negotiation skills.
2. The course transforms classroom concepts into revenue-generating skills that are highly attractive to local and global employers. For business graduates eyeing an entrepreneurial mindset or freelance ventures.
3. The course directly cultivates confidence, resilience, and the ability to persuade stakeholders. They learn how to create market demand, manage objections, and secure long-term client loyalty.

Based on the survey, the course impacts learner diversity in pedagogy, such as leveling the playing fields, which translates diverse life experiences into professional skills. This will allow students from varied backgrounds.

1. To master universal competencies like empathy, negotiation, and rapport-building.
2. It also reduces demographic disparities in the formal sales training that diminish baseline gender and cultural differences in career perceptions. It encourages a shared, realistic expectation of client-oriented service.
3. Lastly, it accommodates different learning styles, such as role playing and client interactions, that cater to diverse learners, improving knowledge retention compared to purely theoretical lectures.

Conclusion

The recommendation will help to alleviate the holistic student development program based on Pillar 1 SG3. The assessment of the topics included in the course Professional Salesmanship aligned with industry expectations will determine the most needed one.

1. Most SY 2018–2022 graduates are female and single; the majority reside in Region IV-A (Laguna). Academic achievement and parental influence were primary motivators for choosing the program.
2. The majority of graduates are employed in regular/permanent positions. Key reasons for staying in their jobs include salaries & benefits, career challenges, and skills relevance. Core competencies gained—communication, selling, critical thinking, problem-solving, and human relations—proved most useful in their careers.
3. The institutions around the City of Santa Rosa, Laguna, integrating professional selling is highly relevant due to the presence of large economic zones, BPOs, and multinational companies operating in the region.
4. The local business administration programs adapted applied learning frameworks to ensure students understanding on how to pitch, close deals, and secure commitments in competitive environments.

Recommendation

Based on the conclusions of this study, the following recommendations are offered.

1. Since the majority of graduates were female, single, and predominantly residing in Region IV-A (Laguna), and that academic achievement and parental influence served as primary motivators for program enrollment, it is recommended by the researchers that the institution strengthen its career guidance and orientation programs by actively involving parents of the students in academic planning activities and by highlighting the institution's academic strengths to prospective students within the local community.
2. The most graduates were found to be employed in regular or permanent positions and reported that salaries and benefits, career challenges, and skills relevance were the primary reasons for job retention, it is recommended that the Business Administration program continue to innovate the teaching of core competencies—particularly communication, selling, critical thinking, problem-solving, and human relations—through updated instructional strategies, industry immersion programs, and curricular enhancements that align with current industry demands.
3. With the consideration of the professional selling within the local economic context, particularly the presence of economic zones, business process outsourcing (BPO) firms, and multinational companies in and around the City of Santa Rosa, Laguna, it

is recommended that higher education institutions in the area formally integrate professional selling as a core component of the Business Administration curriculum, supported by partnerships with local industries for practicum placements and guest lectures from sales and business development practitioners.

4. In relation to the finding that existing programs apply structured learning frameworks to develop students' pitching, negotiation, and deal-closing skills, it is recommended that institutions further develop experiential and simulation-based learning strategies, such as mock sales presentations, negotiation workshops, and exposure to customer relationship management (CRM) tools, to strengthen and empower students' readiness for competitive, sales-driven work environments.
5. It is further recommended that future researchers conduct/ continue periodic tracer studies to continuously assess graduate employability outcomes and curriculum effectiveness, thereby ensuring that academic programs remain actively responsive to the evolving demands of local and regional industries.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The author declares that Grammarly, an AI-assisted writing software, was used in proofreading and refining the language used in the manuscript. The usage was limited to correcting grammatical and spelling errors and rephrasing statements for accuracy and clarity. The author further declares that, apart from Grammarly, no other AI or AI-assisted technologies have been used to generate content in writing the manuscript. The ideas, design, procedures, findings, analyses, and discussion are originally written and derived from careful and systematic conduct of the research.

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