Influence of Experiential Learning Practices on Marketing Competency Development among Business Graduates of Wesleyan University-Philippines

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ABSTRACT

This study investigated the impact of experiential learning practices on the development of marketing competency of business graduates of Wesleyan University-Philippines. A quantitative descriptive-predictive research design was used, with 150 business graduates selected thru purposive sampling. Data were collected by a structured and validated questionnaire and analyzed by appropriate descriptive and inferential statistical techniques. The findings revealed high level of experiential learning practices among the graduates with project-based learning as the most widely practiced followed by field and industry exposure, work-integrated learning, marketing simulations and case-based learning. Furthermore, the respondents showed a high level of development in marketing competency development specifically in conducting market research, developing appropriate marketing strategies and using marketing knowledge to workplace or business situations. Age and year graduated were significantly associated with selected experiential learning practices but not marketing competency development. Significant differences were found for marketing competency development and work-integrated learning according to program and employment status, but not sex, in selected outcomes. The regression analysis also showed that all of the experiential learning practices were significant predictors of the development of marketing competency with marketing simulations being the strongest positive predictor. The study concludes that experiential learning is an important contributor to the development of marketing competencies of business graduates and emphasizes the need to strengthen practical, simulation-based, project-oriented and workplace-related learning experiences in business education.

Keywords: experiential learning, marketing competency development, marketing simulations, project-based learning, work-integrated learning.

INTRODUCTION

The dynamic business environment requires graduates to have not only theoretical knowledge but also practical competencies that will enable them to respond effectively to real world marketing challenges. Therefore, business education has expanded to include experiential learning where students can apply classroom learning into practice via case-based learning, marketing simulations, project-based activities, field and industry exposure and work-integrated learning. These experiences allow students to apply marketing concepts to real business situations and to practice their decision making, communication, problem solving and creativity.

Experiential learning has a strong impact on the professional practice development of business students. Spanjaard et al. (2018) stressed that "real-world learning experiences help marketing students to be career-ready by developing practical and transferable skills." Similarly, Obi et al. (2022) found that experiential learning activities in business education are crucial for fostering 21st-century competencies, particularly critical thinking, communication, collaboration and problem-solving. Marketing simulations also allow students to apply knowledge, make decisions, and experience real-world business situations within the learning environment (Laverie et al., 2022).

Marketing competence is especially important for business graduates. "Today's organizations need people who can understand markets, communicate effectively with customers, analyze marketing information, solve

business problems, use digital marketing tools and create creative marketing strategies." Experiential activities in college can help learners develop these competencies by applying theoretical knowledge to practical skills.

Experiential learning has also shown its potential in improving students' ability to apply marketing concepts in real-world settings thru more recent service design, industry-based activities and entrepreneurial projects (Mackiewicz, 2024; Setyani et al., 2025).

Experiential learning is recognized as important, but it is necessary to know whether the learning experiences provided in college are translated into marketing competencies perceived by graduates after the completion of their studies. Graduates are an important group to study as they can comment on the relevance of their academic experiences to the competencies required in employment, entrepreneurship and other professional activities.

Thus, the research "Influence of Experiential Learning Practices on Marketing Competency Development Among Business Graduates of Wesleyan University-Philippines" aimed to find out the experiential learning practices experienced by the business graduates in terms of case-based learning, marketing simulations, project-based learning, field and industry exposure, and work-integrated learning. It was also to find out how developed was their marketing competency. To investigate the influence of experiential learning practices on their marketing competencies. The findings may serve as a basis for improving experiential learning strategies and for better preparing future business graduates to meet the demands of contemporary marketing practice.

Purpose of the Study

The general objective of this study is to investigate the experiential learning practices and the development of marketing competency among business students of Wesleyan University-Philippines. More specifically, the study aims to:

1. Describe the demographic profile of the respondents in terms of age, sex, program and year graduated, current employment status, and current job related to business
2. Assess the level of experiential learning practices among business students in case-based learning, marketing simulations, project-based learning, field and industry exposure, and internship or work-integrated learning.
3. To identify the level of development of marketing competency among business students.
4. Identify the significant relationship between the respondents age and year graduated and their experiential learning practices and marketing competency development.
5. To determine whether there is a significant difference in experiential learning practices and marketing competency development when respondents are grouped according to sex, program, and current employment status.
6. Identify experiential learning practices that are significant predictors of marketing competency development among business students.

METHODOLOGY

This study employed a quantitative descriptive-predictive research design to examine experiential learning practices and marketing competency development among business graduates of Wesleyan University-Philippines. The descriptive component assessed the extent of experiential learning practices and level of marketing competencies, while the predictive component determined which experiential learning practices significantly predicted marketing competency development.

The respondents consisted of 150 graduates from the College of Business and Accountancy (CBA) who had taken marketing subjects and participated in experiential learning activities. Purposive sampling was used to select qualified respondents, and participation was voluntary.

Data were gathered using a structured self-administered questionnaire consisting of three parts: demographic profile; experiential learning practices in terms of case-based learning, marketing simulations, project-based learning, field and industry exposure, and internship or work-integrated learning; and marketing competency

development in terms of marketing knowledge and application, communication, analytical and problem-solving, digital marketing, and creativity and innovation skills. A four-point Likert scale was used. The instrument underwent expert validation, pilot testing, and reliability testing using Cronbach's alpha. Prior to data collection, permission was secured from the appropriate authorities of Wesleyan University-Philippines. Informed consent was obtained from the respondents, after which the completed questionnaires were retrieved, checked, coded, and prepared for analysis.

Frequency and percentage were used to describe the respondents' profile, while weighted mean and standard deviation assessed experiential learning practices and marketing competency development. Pearson Product-Moment Correlation was used to determine significant relationships among the variables, while multiple linear regression identified the experiential learning practices that significantly predicted marketing competency development. All statistical tests were evaluated at the 0.05 level of significance.

Ethical principles were strictly observed throughout the study. Participation was voluntary, and respondents' anonymity, privacy, and confidentiality were protected. All collected data were securely stored and used solely for academic and research purposes.

RESULTS AND DISCUSSIONS

Part 1. Demographic profile of the respondents in terms of age, sex, program and year graduated, current employment status, and current job related to business

The results revealed that respondents were mostly 30–34 years old (60.0%) and males (54.0%) were slightly more than females (46.0%). Most of them were graduates of BSBA (79.3%), followed by BSMA (12.0%) and BSA (8.7%). The results show mostly graduates with a business administration background as BSBA graduates dominate the findings. This is relevant considering that graduate tracer studies have underscored that the educational background and competencies acquired in college contribute to understanding the transition of graduates to employment and subsequent career outcomes (Tutor et al., 2019).

The highest percentage of respondents graduated in 2020–2021 (40.0%), followed by 2024–2025 (34.67%) and 2022–2023 (25.33%). In terms of employment, 34.7% were employed, 33.3% were self-employed, 24.0% were studying further and only 8.0% were unemployed. These results suggest that a large proportion of graduates were economically or professionally active. A similar tracer study conducted in the Philippines revealed that most business administration graduates were employed, and the curriculum was, in general, relevant to their first job (Barrera et al., 2019).

Moreover, 86.7% answered that their current work was related to business and 13.3% answered that it was not. This indicates a good match between the educational background of the respondents and their occupational activities. Alignment is crucial, as graduate business programs can contribute to the development and workplace application of knowledge, skills, and competencies (Lopena & Madrigal, 2023). In general, the profile of the respondents gives an adequate background to evaluate the development of experiential learning and marketing competency because most of the respondents have a significant amount of exposure to work-related employment or professional activities.

Table 1. *Profile of the respondents in terms of age, sex, program and year graduated, current employment status, and current job related to business*

Age	**Frequency**	**Percent**
20–24 years old	1	0.7
25–29 years old	26	17.3
30–34 years old	90	60
35 years old and above	33	22
Total	150	100
Sex	**Frequency**	**Percent**
Male	81	54

Female	69	46
Total	150	100
Program	**Frequency**	**Percent**
BSA	13	8.7
BSMA	18	12
BSBA	119	79.3
Total	150	100
Year graduated	**Frequency**	**Percent**
20-21	60	40.00
22-23	38	25.33
24-25	52	34.67
Total	150	100
current employment status	**Frequency**	**Percent**
Employed	52	34.7
Self-employed	50	33.3
Unemployed	12	8
Pursuing Further Studies	36	24
Total	150	100
Current Job Related to Business	**Frequency**	**Percent**
yes	130	86.7
No	20	13.3
Total	150	100

Part 2: Extent of experiential learning practices among business students graduates in terms of case-based learning, marketing simulations, project-based learning, field and industry exposure, work-integrated learning

The results indicated that the business graduates were subjected to a high degree of experiential learning practices as all the five dimensions had high average weighted means. The highest mean was in the dimension of project-based learning (AWM = 3.81, SD= 0.34), then field and industry exposure (AWM = 3.71, SD= 0.35), work-integrated learning (AWM = 3.64, SD= 0.43), marketing simulations (AWM = 3.62, SD= 0.64) and case-based learning (AWM = 3.46, SD= 0.47). The results indicate that the graduates were exposed to many learning activities which facilitated the transfer of their classroom knowledge to practical and real-life business situations.

Project based learning was the most popular. The highest rated item was presentation of the results of marketing or business projects (WM = 3.91) with the next highest rated items being using instructor or classmate feedback to improve project outputs (WM = 3.89) and working collaboratively on marketing projects (WM = 3.88). There is evidence to support that the experiential learning was mostly evidenced by collaborative, output-focused and problem-solving activities. This finding is in line with Pasion and Dias-Oliveira (2024) who reported that project-based learning in business education promoted the development of critical thinking, teamwork and communication skills that are transferable to real-world settings.

Awareness of current marketing practices directly from industry practitioners (WM = 3.87) and exposure to current marketing trends thru interaction with businesses or professionals (WM = 3.86) received the highest rating for field and industry exposure (AWM = 3.71). The findings underscore the importance of connecting classroom learning with practical, industry-based application. The experiential approaches in the marketing domain help the learners to move beyond theoretical knowledge and apply the marketing concepts in real life situations, thereby reinforcing the link between classroom learning and professional practice (Taneja, 2016).

Table 2. *Experiential learning practices among business students graduates in terms of case-based learning, marketing simulations, project-based learning, field and industry exposure, work-integrated learning*

	Case-Based Learning	**W.M.**	**S.D.**	**V.D.**
1.	I am given real or realistic business cases to analyze during my classes.	3.74	0.48	S.A.
2.	I apply marketing concepts and theories when analyzing business cases.	3.64	0.36	S.A.
3.	I identify marketing problems presented in business case activities.	3.43	0.37	S.A.
4.	I develop possible solutions to problems presented in business cases.	3.69	0.48	S.A.
5.	I evaluate alternative marketing strategies when working on case studies.	3.22	0.57	A.
6.	I participate actively in classroom discussions involving business cases.	3.11	0.68	A.
7.	I use relevant information and evidence to support my recommendations in case analyses	3.76	0.37	S.A.
8.	I relate lessons from business cases to actual marketing situations.	3.05	0.25	A.
	A.W.M.	3.46	0.47	S.A.
	Marketing Simulations	**W.M.**	**S.D.**	**V.D.**
1.	I participate in marketing activities that simulate real business situations.	3.74	0.65	S.A.
2.	I make marketing decisions during classroom simulation activities.	3.69	0.49	S.A.
3.	I analyze simulated market information before making marketing decisions.	3.90	0.28	S.A.
4.	I develop marketing strategies based on situations presented in simulations.	3.21	0.58	A.
5.	I adjust my marketing decisions based on the results of simulation activities	3.74	0.17	S.A.
6.	I work with other students in completing marketing simulation exercises	3.79	0.48	S.A.
7.	I experience realistic marketing challenges through simulation activities	3.42	0.43	S.A.
8.	I apply marketing concepts and principles when participating in simulations	3.50	0.72	S.A.
	A.W.M.	3.62	0.64	S.A.
	Project-Based Learning	**W.M.**	**S.D.**	**V.D.**
1.	I participate in projects that require the application of marketing concept	3.54	0.68	S.A.
2.	I develop marketing plans or strategies as part of course projects	3.72	0.43	S.A.
3.	I conduct market-related research when completing business projects	3.84	0.29	S.A.
4.	I work collaboratively with other students in accomplishing marketing projects	3.88	0.49	S.A.
5.	I apply problem-solving skills when challenges arise during project activities.	3.87	0.57	S.A.
6.	I participate in presenting the results of marketing or business projects.	3.91	0.64	S.A.
7.	I use feedback from instructors or classmates to improve project outputs	3.89	0.17	S.A.

8.	I complete projects that reflect actual marketing tasks performed in business organizations	3.86	0.29	S.A.
	A.W.M.	3.81	0.34	S.A.
	Field And Industry Exposure	**W.M.**	**S.D.**	**V.D.**
1.	I participate in activities that expose me to actual business or marketing environments.	3.60	0.49	S.A.
2.	I have opportunities to observe how marketing activities are performed in actual organizations.	3.36	0.58	S.A.
3.	I interact with business owners, marketing professionals, or industry practitioners during learning activities.	3.85	0.62	S.A.
4.	I interact with business owners, marketing professionals, or industry practitioners during learning activities.	3.72	0.34	S.A.
5.	I learn about current marketing practices directly from industry practitioners.	3.87	0.39	S.A.
6.	I relate classroom marketing concepts to practices observed in actual businesses.	3.70	0.28	S.A.
7.	I gain knowledge about workplace expectations through industry-related activities	3.71	0.67	S.A.
8.	I am exposed to current marketing trends and practices through interactions with businesses or industry professionals.	3.86	0.49	S.A.
	A.W.M.	3.71	0.35	S.A.
	Work-Integrated Learning.	**W.M.**	**S.D.**	**V.D.**
1.	I participate in learning activities that allow me to perform tasks similar to those in an actual workplace.	3.69	0.25	S.A.
2.	I apply marketing knowledge and skills while performing work-related activities.	3.37	0.36	S.A.
3.	I receive opportunities to work on actual or realistic business problems.	3.72	0.17	S.A.
4.	I interact with teachers during work-integrated learning activities.	3.58	0.47	S.A.
5.	I receive feedback that helps me improve my performance in work-related tasks.	3.65	0.43	S.A.
6.	I develop professional communication skills through work-integrated learning activities.	3.78	0.52	S.A.
7.	I gain practical experience that prepares me for marketing-related employment.	3.75	0.68	S.A.
8.	I connect the marketing theories learned in class with actual workplace practices.	3.55	0.69	S.A.
	A.W.M.	3.64	0.43	S.A.

Likewise, work-integrated learning (AWM = 3.64) was also strongly reflected particularly in acquiring professional communication skills (WM = 3.78) and obtaining practical experience that prepares graduates for employment related to marketing (WM = 3.75). This means that the workplace learning experiences provided graduates the opportunities to connect theoretical knowledge with professional skills. Similarly, work-integrated learning was underscored by Crawford et al. (2024) as providing students with experiences that are meant to enhance their employability and workplace readiness. There was also intensive practice with marketing simulations (AWM = 3.62). The highest-rated activities were analyzing the simulated market information prior to making marketing decisions (WM = 3.90) and working collaboratively in simulation exercises (WM = 3.79).

This indicates that standardized simulations allowed graduates to practice decision making and experience realistic marketing problems in a safe learning environment. Experiential learning in marketing has also been identified as a useful way to improve students' comprehension by putting theoretical concepts into practice in real-life situations (Taneja, 2016).Case-based learning had the lowest overall average (AWM = 3.46) but was

strongly evident. In particular, the respondents demonstrated the use of relevant information and evidence to support recommendations (WM = 3.76) and analysis of realistic business cases (WM = 3.74). The lowest rated however was the ability to connect the lessons learned from business cases to real world marketing situations (WM = 3.05). This suggests a possibility to enhance the connection between classroom case analysis and real business application.

The results show that the graduates underwent a wide range of experiential learning practices (project-based learning being the most common). The results are consistent with the general consensus that experiential learning in marketing and business education is beneficial because it enables students to apply theoretical knowledge, solve problems, collaborate, and develop competencies that are relevant to professional practice (Taneja, 2016; Dias-Oliveira & Pasion, 2024)

Part 3. Level of marketing competency development among business students in graduates.

Table 3. *Marketing competency development among business students in graduates*

	marketing competency development	**W. M.**	**S.D.**	**V.D.**
1.	I effectively apply fundamental marketing concepts to actual business situations.	3.64	0.39	S.A.
2.	I am able to identify the needs and preferences of different target customers.	3.72	0.28	S.A.
3.	I demonstrate an understanding of market segmentation, targeting, and positioning when developing marketing strategies.	3.65	0.17	S.A.
4.	I apply the marketing mix when planning appropriate marketing activities.	3.49	0.41	S.A.
5.	I effectively analyze consumer behavior when making marketing-related decisions.	3.39	0.29	S.A.
6.	I am capable of conducting basic market research to support marketing decisions	3.80	0.37	S.A.
7.	I develop appropriate marketing strategies based on prevailing market conditions.	3.77	0.58	S.A.
8.	I effectively relate the marketing knowledge gained in college to actual workplace or business situations.	3.74	0.62	S.A.
	A.W.M	3.65	0.49	S.A.

The results show that the business graduates possessed a high level of marketing competency, with an overall weighted mean of 3.65 (SD = 0.49), interpreted as Strongly Agree. It implies that the respondents generally felt that they were able to use their marketing knowledge and skills in real business situations. The result is in line with the value of conceptual marketing knowledge and practical competencies of marketing graduates as

emphasized by the employers (Schlee & Karns, 2017). Their analysis of marketing job requirements showed that knowledge, skills and attributes required of graduates continue to change in tandem with changes in technology and marketing practice.

The highest weighted mean (WM = 3.80, SD = 0.37) among the indicators was conducting basic market research to support marketing decisions, developing appropriate marketing strategies based on prevailing market conditions (WM = 3.77, SD = 0.58), and relating marketing knowledge acquired in college to actual workplace or business situations (WM = 3.74, SD = 0.62). The results suggest that the graduates were particularly confident in collecting and using market information, and in converting academic knowledge into practical marketing decisions. This is important because industry-oriented research has identified marketing research and other applied marketing competences as important competences for contemporary marketing work (Neuvonen & Pecoraro, 2024).

Meanwhile, the analysis on consumer behavior for making marketing related decision resulted in lowest mean (WM = 3.39, SD = 0.29), however, it was still interpreted as Strongly Agree. Then the planning of marketing activities was done using the marketing mix (WM = 3.49, SD = 0.41). These relatively lower scores suggest areas where more practical application and industry-based learning may improve graduates' competencies. This is relevant as Echegaray and García Martín (2020) pointed out the need for marketing education to respond to the combination of conceptual knowledge and professional skills required by employers. The findings showed that the business graduates were highly competent in marketing especially in the areas of market research, strategy formulation, and the use of marketing knowledge acquired in college in workplace situations. However, the relatively low ratings for the consumer behavior analysis and marketing-mix application indicate opportunities to shore up these areas with more applied and experiential activities. This is also supported by recent Philippine research that revealed business students had marketing-planning competencies but recommended more experiential learning and industry linkages to develop applied marketing skills (Savellano et al., 2025).

Part 4. Relationship between the respondents age and year graduated and their experiential learning practices and marketing competency development.

Table 4. *Relationship between the respondents age and year graduated and their experiential learning practices and marketing competency development.*

Correlations							
Spearman's rho		Case based Learning	Marketing simulations	Project based learning	field industry exposure	Work integrated learning	Marketing competency development
Age	Correlation Coefficient	.192*	.174*	0.094	0.087	-0.137	0.133
	Sig. (2-tailed)	0.019	0.034	0.251	0.288	0.095	0.104
	N	150	150	150	150	150	150
Year graduated	Correlation Coefficient	-.411**	-.244**	-0.16	-.430**	0.096	0.049
	Sig. (2-tailed)	0	0.003	0.05	0	0.244	0.55
	N	150	150	150	150	150	150
* Correlation is significant at the 0.05 level (2-tailed).							
** Correlation is significant at the 0.01 level (2-tailed).							

Spearman's rho results indicated a significant weak positive relationship between age and case-based learning ($\rho = .192$, $p = .019$) and marketing simulations ($\rho = .174$, $p = .034$). Respondents in the older age categories demonstrated slightly higher engagement in these two experiential learning practices. This finding adds support to the value of experiential approaches in marketing education in that it provides evidence that case activities and simulations provide opportunities to apply theoretical concepts to realistic business situations (Taneja, 2016; Laverie et al., 2022). However, age was not significantly correlated with project-based learning ($\rho = .094$, $p = .251$), field and industry exposure ($\rho = .087$, $p = .288$), work-integrated learning ($\rho = -.137$, $p = .095$) or marketing competency development ($\rho = .133$, $p = .104$). Thus, age was associated with particular types of experiential learning, but not with marketing competency development per se.

There were significant negative relationships between year graduated and case-based learning ($\rho = -.411$, $p < .001$), marketing simulations ($\rho = -.244$, $p = .003$) and field and industry exposure ($\rho = -.430$, $p < .001$). When the graduation cohorts were coded in chronological order from earlier to later years, these findings suggest that earlier graduates were more likely to report greater exposure to these experiential learning practices. This finding suggests that experiential learning opportunities may differ by the type and delivery of learning experiences across cohorts. The marketing education literature has also shown that different designs of simulations, authentic activities and practice-oriented experiences can be implemented to offer different learning experiences and outcomes (Canhoto & Murphy, 2016; Zhang & Scribner, 2024).

Year graduated was not significantly related to work-integrated learning (ρ =.096, p =.244) or marketing competency development (ρ =.049, p =.550). There was a small correlation for project-based learning (ρ = −.160, p =.050) that would not be considered significant using a strict p <.05 criterion. Overall, the results indicate that age and year graduated were linked with some experiential learning practices but not marketing competency development. This suggests it is not the age or time of graduation for the respondents that perhaps determines their marketing capability, but the quality and nature of the practical learning opportunities they experienced. Experiential marketing education has proven to be most effective when students are given the opportunity to apply concepts, make decisions and work on real-world problems rather than being lectured in a classroom (Taneja, 2016; Zhang &Scribner, 2024).

Part 5. Significant difference in experiential learning practices and marketing competency development when respondents are grouped according to sex, program, and current employment status.

Table 5.1 *Differences in Marketing Competency Development and Work-Integrated Learning According to Sex*

	Male Mean	**Female Mean**	**t**	**df**	**p-value**	**Decision**	**Interpretation**
Marketing Competency Development	3.664	3.634	0.82	148	0.414	Fail to Reject H_0	Not Significant
Work-Integrated Learning	3.625	3.649	−.821	148	0.413	Fail to Reject H_0	Not Significant

There was no significant difference in marketing competency development by sex, t(148) = 0.820, p = .414. The mean score of male respondents (M = 3.664) was slightly higher than that of female respondents (M = 3.634), but this difference was not statistically significant. So the null hypothesis was not rejected. It implies that the development of marketing competency was similar for male and female graduates. This finding is aligned with the idea that in business education competency development is more directly influenced by learning experiences, opportunity to apply skills and skills development rather than just demographic characteristics (Schlee & Karns, 2017).

There was also no significant difference on work integrated learning based on gender, t(148) = -.821, p = .413. The mean score for females (M = 3.649) was slightly higher than males (M = 3.625) but this was not statistically significant (t = 0.277, p =.782). It implies that the work-integrated learning experiences of male and female respondents were broadly similar. Work-integrated learning offers authentic opportunities for students to connect academic knowledge with workplace practice and to develop employability skills that are not inherently sex-dependent (Jackson, 2015; Jackson & Wilton, 2017).

Table 5.2 *Differences in Marketing Competency Development and Work-Integrated Learning According to Program*

Variable	Program	N	Mean	F	p-value	Decision
Marketing Competency Development	BSA	13	3.5288	2.201	0.114	Fail to Reject H_0
	BSMA	18	3.6597			
	BSBA	119	3.6618			
Work-Integrated Learning	BSA	13	3.7115	11.882	<.001	Reject H_0
	BSMA	18	3.4653			
	BSBA	119	3.6534			

One-way ANOVA did not find a significant difference in marketing competency development by program, F(2, 147) = 2.201, p = .114. The BSBA graduates had the highest mean (M = 3.6618) followed by BSMA (M = 3.6597) and BSA (M = 3.5288) but these differences were not statistically significant. Thus, the null hypothesis was not rejected which meant that the marketing competency development is similar in the programs.

There was a significant difference for work-integrated learning, F(2, 147) = 11.882, p <.001. The BSBA graduates got the highest mean (M = 3.7115) followed by BSBA (M = 3.6534) and BSMA (M = 3.4653). Tukey HSD results indicated that the BSA and BSBA graduates' scores were significantly higher than the BSMA graduates' scores. This demonstrates that the work-integrated learning experiences differed between academic programs, further supporting the need for authentic and workplace-related learning opportunities throughout business curricula (Jackson, 2015).

Table 5.3 Differences in Marketing Competency Development and Work-Integrated Learning According to Employment Status

Variable	Employment Status	N	Mean	F	p-value	Decision
Marketing Competency Development	Employed	52	3.4784	24.43	<.001	Reject H_0
	Self-employed	50	3.735			
	Unemployed	12	3.8021			
	Pursuing Further Studies	36	3.7292			
Work-Integrated Learning	Employed	52	3.6202	5.695	0.001	Reject H_0
	Self-employed	50	3.6325			
	Unemployed	12	3.4896			
	Pursuing Further Studies	36	3.7118			

One-way ANOVA showed a significant difference in marketing competency development by employment status, F(3, 146) = 24.430, p < .001. Unemployed respondents obtained the highest mean score (M = 3.8021) while employed respondents obtained the lowest mean score (M = 3.4784). The Tukey HSD also showed that employed respondents scored significantly lower than self-employed, unemployed and those further studying. So, the null hypothesis was rejected. This finding points to a possible link between employment status and variations in the perceptions and development of marketing skills among graduates. There was also a significant difference for work-integrated learning, F(3, 146) = 5.695, p =.001. The highest mean (M = 3.7118) was for the respondents with additional studies and the lowest (M = 3.4896) was for the unemployed. Post hoc analyzes showed significant differences between the self-employed and the unemployed, and those studying further and the unemployed. There is evidence that the work and learning contexts can provide graduates with a range of opportunities for practicing academic knowledge and developing workplace-related competencies (Jackson, 2015).

Part 6. Identify experiential learning practices that are significant predictors of marketing competency development among business students.

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.121	0.379		0.319	0.751
Case based Learning	0.112	0.034	0.288	3.276	0.001
Marketing simulations	0.633	0.096	0.64	6.62	0
Project based learning	0.112	0.052	0.128	2.169	0.032
Field industry exposure	-0.11	0.035	-0.246	-3.142	0.002
Work integrated learning	0.227	0.074	0.181	3.085	0.002

a Dependent Variable: Marketing competency development

The multiple regression analysis indicated that all five of the experiential learning practices significantly predicted the marketing competency development. Of the predictors, marketing simulations was the strongest positive predictor ($\beta = .640$, $t = 6.620$, $p < .001$), suggesting that greater engagement in realistic marketing simulations was positively related to greater marketing competency development controlling for the other predictors. The results of this study support the importance of simulation-based experiential activities in offering students the chance to practice decision making and apply business concepts in realistic environments.

Other significant positive predictors were case-based learning ($\beta = .288$, $t = 3.276$, $p = .001$), work-integrated learning ($\beta = .181$, $t = 3.085$, $p = .002$) and project-based learning ($\beta = .128$, $t = 2.169$, $p = .032$). These findings imply that, in addition to the other experiential learning practices, exposure to authentic cases, workplace-related activities and applied projects add unique value to graduates' marketing competency. Project-based learning has been shown to enhance critical thinking, teamwork and communication among business students (Dias-Oliveira et al., 2024), while work-integrated learning can develop workplace skills and connect academic learning with business practice (Rambe, 2018).

Interestingly, field and industry exposure was a significant negative predictor ($B = -.110$, $\beta = -.246$, $t = -3.142$, $p = .002$). Thus, when statistically controlling for the other four experiential learning practices, higher field and industry exposure scores were associated with lower predicted marketing competency scores. This finding should not be taken to imply that industry exposure is detrimental to competency development. A negative coefficient in multiple regression can be a result of high overlap among the predictors. Hence, this finding calls for checking multicollinearity (Tolerance and VIF) and the zero-order correlations before making a substantive conclusion.

The strongest positive predictor of marketing competency development was marketing simulations followed by case-based learning, work-integrated learning and project-based learning. The findings underscore the importance of experiential approaches that demand students to actively apply knowledge and develop competences relevant to the workplace. Recent evidence in business education suggests project-based learning can enhance transferable skills (Dias-Oliveira et al., 2024) and work-integrated learning can improve employability and employment outcomes for business and management students (Jackson, 2025).

CONCLUSIONS

The study concluded that the business graduates of Wesleyan University-Philippines had a high extent of experiential learning and had demonstrated a high level of marketing competency development. The learning approaches that students experienced most were experiential learning approaches using project-based learning and the least overall mean was for case-based learning.

Age and year graduated were related to selected experiential learning practices, but not significantly related to marketing competency development. There was no significant difference in marketing competency development and work-integrated learning by sex. There was significant difference in work-integrated learning by program. Employment status was a key differentiator of both marketing competency development and work-integrated learning.

Most importantly, case-based learning, marketing simulations, project-based learning, field and industry exposure, and work-integrated learning were significant predictors of the development of marketing competency. Marketing simulations were the strongest positive predictor, implying that realistic and decision-oriented marketing activities are particularly valuable in developing the competencies of graduates. Field and industry exposure had a significant negative regression coefficient and thus should be taken with caution relative to the other predictors.

RECOMMENDATIONS

The findings show that the College of Business and Accountancy at Wesleyan University-Philippines may improve experiential learning by adding more marketing simulations, case analyzes, applied marketing projects, industry involvement, and work-integrated activities in business courses. Marketing simulations may be given special emphasis as these emerged as the strongest positive predictor of marketing competency development.

More recent and locally relevant business cases can be used to improve case-based activities and allow students to relate classroom ideas to real marketing situations. Industry partnerships can also be extended to structured internships, industry projects, mentoring and interaction with marketing practitioners. Given the differences in work-integrated learning across programs, similar opportunities for authentic workplace exposure should be made available across the BSA, BSMA, and BSBA programs.

Finally, future researchers can replicate the study in other universities, use larger and more balanced samples across business programs and examine other factors that might influence the development of marketing competency. Further investigation of the negative regression coefficient obtained for field and industry exposure should also be a focus of future studies, including possible multicollinearity and differences in the quality, duration, and structure of industry-based experiences.

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