

**LEVEL OF BUSINESS PRESENTATION SKILLS OF BUSINESS ADMINISTRATION STUDENTS IN CAVITE STATE UNIVERSITY - TANZA CAMPUS: BASIS FOR OUTCOMES-BASED ACTIVITIES**

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**ABSTRACT**

The level of business presentation skills among business administration students is crucial for their success in the corporate world. This study aims to identify the level of business presentation skills of business administration students at Cavite State University - Tanza Campus and propose outcomes-based activities to enhance these skills. The research utilized a descriptive research design and gathered data from third and fourth-year business administration students through a questionnaire. Additionally, the age range of the majority of respondents was 18–32 years old, and 69 percent of the sample consisted of females. Third and fourth-year students were equally distributed among the year levels. The study also found that students demonstrated a satisfactory level of business presentation skills, including visual aid-making skills, vocal skills, public speaking skills, persuasion skills, delivery skills, and audience engagement skills. Furthermore, the findings of this study are used for proposing outcomes-based activities tailored to enhance business presentation skills, thereby preparing students for future success in the field.

**Keywords:** Business presentation skills, visual aid-making skills, vocal skills, public speaking skills, persuasion skills, delivery skills, audience engagement skills

**1.0 INTRODUCTION**

Business management students are expected to have strong business presentation skills because that will help them flourish in the field of business and in related fields. Because business presentation skills are one of the most important tools that are required on numerous occasions in education and business. In most of the business and economics colleagues, presentation skills are taught as part of the curriculum, of at least several courses. Therefore, it could be expected that presentation skills would be highly developed among business students (Bach et al., 2020)

The business presentation skills of business administration students at Cavite State University - Tanza Campus are essential for their success in the corporate world. Through various school activities such as group presentations, case studies, and public speaking exercises, students develop the ability to articulate their ideas clearly, analyze complex business scenarios, propose innovative solutions, and present themselves confidently in front of an audience. These activities not only enhance their academic performance but also prepare them for future career

opportunities in the field of business administration. Business administration is a versatile field and offers a plethora of career advancement as it opens the door of opportunities in various industries (Kathy, 2023)

There are numerous studies on feedback, including teachers' feedback, peer feedback, and self-evaluation. However, there is limited research on the assessment of presentations. Additionally, there is a lack of focus on the educational aspects of teaching presentations and improving presentation skills. While there are general rubrics for evaluation, more research is needed on specific factors that contribute to successful presentations and enhance learners' presentation skills (Tsang, A. 2020).

Hence, this research aims to fill this gap by providing insight into the capabilities and abilities of business administration students at Cavite State University - Tanza Campus when it comes to business presentations. By focusing on this specific group of students, the study seeks to understand the level of business presentation skills they possess and identify any areas that may require improvement.

In view of the preceding statements, this study was conducted to:

1. Determine the socio-demographic profile of the participants in terms of:
  - a. Age;
  - b. Sex;and
  - c. Year level;
2. Identify the level of business presentation skills of business administration students in terms of:
  - a. visual-aid-making skill;
  - b. vocal skill;
  - c. public speaking skill;
  - d. persuasion skill;
  - e. delivery skill; and
  - f. audience engagement skill
3. Propose an outcomes-based activities for business administration student's base on the result of the study.

## **2.0 METHODOLOGY**

This study used the descriptive research design. The descriptive design was used to determine the level of business presentation skills of business administration students in Cavite State University – Tanza Campus. For this study, the researcher used the quota sampling technique to consider (50) 3rd year and fifty (50) 4th year business administration students of Cavite State University - Tanza Campus. The researcher used an adapted survey questionnaire administered thru Google Forms to collect the data from business administration students of Cavite State University - Tanza Campus in Tanza, Cavite.

Data were analyzed using statistical tools such as frequency counts, percentages, and means to describe the participants' demographic profiles and their business presentation skills. The researchers used the descriptive method to describe their business presentation skills using determining their level of agreement on the level their business presentation skills using a 5-point Likert scale. The following conversion scales were used in interpreting the data.

**Table 1. Descriptive interpretation of the level of business presentation skills**

NUMERICAL RANGE	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
4.21 - 5.00	Excellent	The participant have excellent business presentation skills.
3.41 - 4.20	Very Good	The participant have very good business presentation skills.
2.61 - 3.40	Good	The participant have good business presentation skills.
1.81 - 2.60	Poor	The participant have poor business presentation skills.
1.00 - 1.80	Very Poor	The participant have a very poor business presentation skills.

### 3.0 RESULTS AND DISCUSSION

#### 3.1 Demographic Profiles of the Participants

Table 2 shows that most participants (74%) belong to the age bracket of 18-22 years old and are female (69%). Also, half of the participants (50%) are third year and the other half (50%) are fourth year business administration students.

According to the study conducted by Post University (2021), there are more women pursuing business degrees to help reach their career goals. It is because there are growing number of organizations within schools that have set out to inform and empower female students regarding their options for pursuing higher education degrees in business. There are also seeing growing efforts within the business world to open hiring and promotion options up to more women. These efforts have a number of different goals, but all are focused on improving outreach to women and removing appearances of bias when hiring that can affect a company's reputation.

**Table 2. Distribution of participants in terms of their socio-demographic profile**

<u>DEMOGRAPHIC PROFILES</u>	FREQUENCY	PERCENTAGE
<b>Age</b>		
18 – 22 years old	74	74%

23 – 27 years old	24	24%
28 – 32 years old	1	1%
33 and above	1	1%
<b>Sex</b>		
Female	69	69%
Male	31	31%
<b>Year level</b>		
Third Year	50	50%
Fourth Year	50	50%

### 3.2 Level of Business Presentation Skills of Business Administration Students

Table 3 presents the business administration students’ level of business presentation skill based on visual aid-making skill. It can be seen that business presentation skills participants have excellent visual aid making skill.

Abdulrahaman, et al. (2020) demonstrate to their study how practical exercises and assignments that emphasize the application of business concepts in a visual context and exposure to graphic design tools and technologies enhances the student’s proficiency in terms of making visual aids. This results why business administration students have an excellent skill in terms making visual aids.

Furthermore, having access to real-world examples and case studies relevant to business scenarios provides business administration students valuable insights into designing visually appealing presentation that effectively convey information and support strategic communication. And, knowing how to effectively structure their thoughts, present their ideas in a compelling, influential manner creates an impact across the audience. (Sampath, 2018).

**Table 3. Level of Business Presentation Skills of Business Administration Students in terms of visual aid-making skill.**

VISUAL AID-MAKING SKILL	WEIGHTED MEAN	REMARKS
1. The skill to create visually Appealing business presentation.	4.27	Excellent
2. The skill to enhance a visualaid so that the audience willunderstand the businesspresentation.	4.31	Excellent
3. The skill to demonstrate clear and appropriate visual-aid forbusiness presentation.	4.28	Excellent
4. The skill to make visual-aid related to business concepts and ideas.	4.26	Excellent
<b>OVER-ALL</b>	<b>4.28</b>	<b>Excellent</b>

Table 4 presents the level of business presentation skills of business administration students in terms of voice skill. Overall, it can be seen that all participants had a very good voice skill based on the result assessment of business presentation skills.

According to Meade (2022), attractive voices are associated with warmth, likability, and honesty—qualities highly valued in professional settings. Additionally, a confident voice is linked to perceptions of dominance and high achievement. Business administration students, often exposed to communication courses and leadership development that recognize the importance of projecting confidence and warmth in their voices during presentations. Because of this, the result shows why students had very good voice skill.

Aman, S. et al., (2022) state that mastering voice control is important in delivering impactful presentations. A well-controlled voice not only captures the audience's interest but also plays a crucial role in conveying ideas effectively. In the realm of business, where communication is key, business administration students had a well-modulated voice and impactful tone and projection of voice that are essential for maintaining the listener's attention.

**Table 4. Level of Business Presentation Skills of Business Administration Students in terms of voice skill.**

VOICE SKILL	WEIGHTED MEAN	REMARKS
1. The skill to have a clear and well-modulated voice for effective business presentation.	4.05	Very Good
2. The tone of voice that have an impact to the audience.	4.05	Very Good
3. The skill to incorporate pauses and vocal emphasis to make key points more memorable.	4.01	Very Good
4. The confidence to project the voice during business presentation.	4.05	Very Good
<b>OVER-ALL</b>	<b>4.04</b>	<b>Very Good</b>

Table 5 shows the evaluation of business administration students' level of business presentation skill, specifically in the area of public speaking. The participants assessed their own public speaking skills, and the findings indicate that the overall level of proficiency in public speaking among the participants was deemed to be very good.

According to Korompot and Tahir (2020), there was a significant impact of self-confidence on students' public speaking abilities, it is also found that self-confidence is able to adjust themselves and be able to demonstrate articulation of presentation and communicate in various situations. And because of this, the findings shows that students are very good in terms of demonstration of clear articulation of business presentation.

Mercer-Mapstone (2017) revealed on their study that higher education institution globally have acknowledged the necessity of equipping students with effective communication and public speaking skills. From elementary school all the way through college, students are often assigned presentations as part of their coursework. The consistent exposure to public speaking helps them develop and improve their public speaking skills over time. And because of this, overall level of proficiency in public speaking among the students was deemed to be very good.

**Table 5. Level of Business Presentation Skills of Business Administration Students in terms of public speaking skill.**

PUBLIC SPEAKING SKILL	WEIGHTED MEAN	REMARKS
1. Demonstration of clear articulation of business presentation topics.	4.16	Very Good
2. The skill to effectively and engagingly transmit pertinent information to the audience during business presentation.	4.04	Very Good
3. Demonstration of presentation in a conversational style	4.07	Very Good
4. Pronounce words correctly and use proper grammar.	3.93	Very Good
<b>OVER-ALL</b>	<b>4.05</b>	<b>Very Good</b>

Table 6 shows the business administration students' level of business presentation skill in terms of persuasion skill. According to their evaluation of their business presentation skills, participants' overall persuasion abilities were found to be very good.

Jesudas, Maktabi, & Elumalai (2023) demonstrated through their research how well media advertisements may help students develop their persuasive, analytical, and cognitive skills in addition to their ability to convince. Every student who took part in the study agreed that using advertisements to develop persuasive skills is an engaging and entertaining way to learn. This provides insight into why students consider they have very good persuasive skills.

Students were able to improve their articulation and enhance their reasoning skills. The choice of modern and argumentative topics in the persuasive speeches was found to be effective, as it catered to the students' interests and needs, that enable them to persuade the audience. (Bedaiwi, 2022).

**Table 6. Level of Business Presentation Skills of Business Administration Students in terms of persuasion skill.**

PERSUASION SKILL	WEIGHTED MEAN	REMARKS
1. The skill to influence and Persuade the audience during business presentation.	4.11	Very Good
2. The skill to effectively communicate ideas and convince others during business presentation.	4.17	Very Good
3. The skill to adapt different presentation style to different audiences in order to effectively persuade them.	4.04	Very Good
4. The skill in articulating and supporting my arguments during business presentation.	4.18	Very Good
<b>OVER-ALL</b>	<b>4.13</b>	<b>Very Good</b>

Table 7 presents the business administration students' level of business presentation skill based on delivery skills. It can be seen that business presentation skills respondents have very good delivery skills.

Karimova (2023) state that outstanding presentation skills in students has an effective communication in the vital skill in today's fast-paced world. Whether it's delivering a presentation, participating in meetings, or engaging in everyday conversations, being a confident and articulate speaker can have a significant impact on personal and professional success. In this article, the said that exploring some valuable strategies to improve your speaking skills, delivery skills and to become a more effective communicator.

Hanifa & Yusra (2018) said that the importance of being able to perform a good presentation is undeniably necessary for the students of higher education. To show their capacity, the students need to be prepared in delivering their presentation to the audience, to overcome their strategies such as believing in their abilities, skipping less important points and participating possible question form the audience.

**Table 7. Level of Business Presentation Skills of Business Administration Students in terms of delivery skill.**

DELIVERY SKILL	WEIGHTED MEAN	REMARKS
1. The skill to deliver correct Information to the audience during business presentation.	4.28	Excellent
2. The skill to made impactful presentation to the audience.	4.22	Excellent
3. The skill to use storytelling techniques to make the information more relatable and memorable.	4.14	Very Good
4. The skill to adapt and tailor the delivery style to suit the audience's needs, preferences, and level of understanding.	4.06	Very Good
<b>OVER-ALL</b>	<b>4.18</b>	<b>Very Good</b>

Table 8 shows the business administration students' level of business presentation skill in terms of audience engagement. The participants evaluated their overall audience engagement skills as very good, based on their business presentation skills.

Benjamin (2023) argues that business administration students constantly using creative ideas can make the presentation more interesting and helps to explain concepts in a way that encourages the audience to act positively, in addition to aiding the audience in better visualizing the message. This shows why students are very good in terms of engaging with the audience during business presentation.

According to Capriviza (2022), a positive classroom atmosphere is essential for students to learn and develop. Research shows that a positive atmosphere increases student academic achievements and leads to increased self-esteem.

**Table 8. Level of Business Presentation Skills of Business Administration Students in terms of audience engagement skill.**

AUDIENCE ENGAGEMENT SKILL	WEIGHTED MEAN	REMARKS
1. The skill to effectively engage the audience during business presentation.	4.18	Very Good
2. The skill to make the audience actively participate during business presentation.	4.15	Very Good
3. The skill to manage and handle questions from the audience during presentation.	4.14	Very Good
4. The skill to create a positive atmosphere during business presentation	4.19	Very Good
<b>OVER-ALL</b>	<b>4.17</b>	<b>Very Good</b>

**4.0 PROPOSED OUTCOMES-BASED ACTIVITIES**

The result of the study revealed that the participants have very good to excellent business presentation skills. Therefore, it is recommended to adapt these proposed outcomes-based activities in order to sustain their skills:

BUSINESS PRESENTATION SKILLS	PROPOSED OUTCOMES-BASED ACTIVITIES
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A. VISUAL AID - MAKING SKILL	A. Creative Business Powerpoint Presentation. Students will create professional yet visually engaging PowerPoint theme that aligns with business topic.
	B. Marketing Infographic Presentation. Students will create infographic presentation that highlights the latest trends in digital marketing. Include statistics, charts, and graphs to illustrate the growth of social media, mobile marketing, content marketing, and other relevant areas.
B. VOICE SKILL	A. Sales Pitch Presentation. Assign students a product or service and have them prepare and deliver a sales pitch. Emphasize the importance of using their voice effectively to engage potential customers, convey enthusiasm, and highlight key selling points.
	B. TED Talk-style Presentation. Challenge students to deliver a TED Talk-style presentation on a business-related topic of their choice. Emphasize the importance of using their voice to captivate the audience, convey passion, and deliver a clear message.
C. PUBLIC SPEAKING SKILL	A. Business Debate Presentation. Students are engaged in debates, where they present their viewpoints, support their arguments with evidence, and respond to counterarguments. This activity helps students practice articulating their ideas, defending their positions, and engaging in constructive dialogue.
	B. Impromptu Business Presentation. Students are given a business case study-related topic or scenario and asked to deliver a short presentation on the spot. This activity helps students practice thinking on their feet, organizing their thoughts quickly, and delivering a coherent and persuasive impromptu speech.
D. PERSUASION SKILL	A. Debate Business Presentation. Organize debate competition where students argue for or against a specific business-related topic. Encourage them to develop persuasive arguments, use effective rhetorical techniques, and deliver their points with conviction.
	B. Shark Tank-style Presentation. Students will deliver their pitches in front of a panel of "sharks" (judges) who will evaluate the viability and potential of their business ideas. Encourage students to use persuasive techniques to engage the "sharks" and convince them that their innovative product are marketable and worthy to invest for.
E. DELIVER YSKILL	A. Speech Delivery Presentation. Students will be assigned to deliver a short speech about business topics. Encourage them to practice their delivery skills, such as vocal projection, pacing, and body language.
	B. Exploration. Students are assigned to explore different delivery styles, such as authoritative, conversational, or motivational, and deliver segments of a business case study presentation using each style. This activity helps students develop versatility in their delivery and adapt their style to different contexts and audience preferences.
F. AUDIENCE ENGAGEMENT SKILL	A. Gamification Presentation. Students will create a gamified presentation about business topics where the audience actively participates in quizzes, challenges, or interactive activities related to the topic.
	B. Interactive Q&A Session. After a presentation, conduct an interactive Q&A session where students engage with the audience by answering questions related to their topic. Encourage students to actively listen, provide clear and concise answers, and engage in meaningful discussions with the audience.

## 5.0 CONCLUSIONS AND RECOMMENDATIONS

The study determined level of business presentation skills of business administration students as basis for outcomes-based activities. Based on the findings, the following conclusions were drawn:

1. The survey results that most of the participants are 18-32 years old and are female. This means that business administration course in Cavite State University - Tanza Campus are dominated by female.
2. The business presentation skills of the participants in terms of visual aid making perceived to be excellent while the vocal skill, public speaking skill, persuasion skill, delivery skill, and audience engagement skill were perceived to be very good. This means that the outcome -based activities of CvSU- Tanza were sufficient enough in improving the business presentation skills of business administration students.

Based on the above conclusions, the following recommendations are made:

1. Cavite State University - Tanza Campus business administration students, having very good to excellent business presentation skills may participate local and international business presentation competition.
2. Business administration students may participate in case competitions to apply presentation skills in a competitive setting. This will help to demonstrate abilities and articulate solutions convincingly to the audience.
3. Implementation of business presentation skills as an inquiry-based strategy in outcomes-based activities should be encouraged by administrators to cultivate effective communication, boost confidence, and prepare students for real-world challenges, thereby promoting holistic business skill development.

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