

RESEARCH ARTICLE

BACHELOR OF SCIENCE IN OFFICE ADMINISTRATION STUDENTS' PERSPECTIVES ON THE VALUE OF EVENT MANAGEMENT TRAINING SKILLS FOR THEIR FUTURE CAREERS

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ABSTRACT

This study examines Laguna State Polytechnic University's San Pablo Campus Bachelor of Science in Office Administration (BSOA) students' views on event management training's career value. As the event management industry grows and diversifies, understanding students' views on event management skills is crucial to preparing them for successful careers. Preliminary results show that BSOA students value event management training for their careers. These skills boost their employability and open doors to diverse career paths. Event management skills are useful in many office administration roles, participants said. The study also found that BSOA students want event management training. They believe such training would give them practical skills for their future careers. Event management courses with theoretical foundations, practical exercises, and real-world event planning and execution were preferred. This research affects Laguna State Polytechnic University's San Pablo Campus's BSOA program curriculum. The university can better prepare event management graduates for the changing job market by aligning the curriculum with students' needs and expectations. These insights help other institutions and educators understand event management training skills from the perspective of office administration students.

KEYWORDS

Creativity, Organizational skills, Communication skills, Time Management skills, Leadership skills.

1. INTRODUCTION


The role of an event planner involves organizing and managing various components of an event, ensuring seamless coordination, and ensuring a satisfactory experience for all attendees. Professionals known as convention and meeting planners are responsible for overseeing all aspects of events to ensure their successful execution. This includes selecting appropriate venues, engaging caterers, securing entertainment, and coordinating with various vendors. The organizers have the option to coordinate accommodations and conveyance for the participants. Event planners are frequently employed by organizations, businesses, and individuals to manage a variety of events, including conventions, business meetings, trade shows, and private parties. Individuals specializing in the organization and coordination of weddings are commonly referred to as bridal consultants or wedding planners.

Individuals may not possess an innate ability for event planning. However, academic pursuits can serve as a means to augment existing skills and further develop one's proficiency in this field. There exist certain indicators that suggest an individual's innate suitability for a career in event management. Have you engaged in imaginative play as a child, such as hosting a tea party, as evidenced by your recent organization of toys? Did you consistently assume the role of hosting social gatherings for your family, such as coordinating family reunions, birthday celebrations, and even modest weddings? Individuals who possess a natural inclination towards meeting new people and establishing connections with unfamiliar individuals may possess a strong aptitude for event planning and management. Your cognitive abilities were imaginative - you exhibited a fondness for culinary and artistic courses due to the opportunity to engage in trial and error.

Event management is a prevalent practice that facilitates social connections among individuals. The field of event management has gained prominence as a burgeoning industry in contemporary society. Throughout human history, events have held significant value and have been integral to societal functions. In contemporary times, a significant proportion of individuals are preoccupied with their professional obligations, leaving them with limited time to allocate towards organizing social gatherings, be it routine or celebratory in nature. Many individuals opt to enlist the services of event organizers or planners in order to effectively accomplish their tasks.

Event planning is the term used to describe the process of organizing and managing an event. This process typically involves a range of tasks such as budgeting, scheduling, site selection, obtaining necessary permits, coordinating transportation and parking, securing speakers or entertainers, arranging decor, ensuring event security, catering, liaising with third-party vendors, and developing emergency plans. Event management according to a study is more than just organizing a party or a bazaar (Disimulacion, 2016). It goes beyond creating event concepts; receiving exchange deals for products; selling tickets and printing invites. Event management is the process by which an event is planned, organized, and implemented. Like any other business activity, it encompasses the overlapping nature of managerial functions - Planning, Organizing, Staffing, Directing and Controlling.

Events according to a study refer to the things that happen around us (Romero, 2015). There are ordinary events that occur naturally in our environment and in our daily lives and special events during which many people gather for a purpose; some people need to travel to participate, while some spend a lot of time and resources planning for the event and making sure that everything unfolds as expected. The objective of this

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research is to investigate the means by which students pursuing a Bachelor of Science in Office Administration can enhance their competencies to attain professional status in the domain of event management. The acquisition of organizational skills enables individuals to proficiently plan and execute events autonomously, while also possessing transferable competencies that can be utilized in diverse contexts. The observation made by the researcher indicates that students possess the ability to strategize and organize events.

2. RELATED LITERATURE

According to the event industry is constantly expanding, and there is a growing demand for event managers in the United Kingdom; thus, it is crucial that students and graduates possess the necessary skills and knowledge (Wheeler, 2017). Numerous institutions of higher education offer a course in event management; thus, it is imperative that they all equip students with the industry-required skills and knowledge. The leading 32 level six students and one graduate at Cardiff Metropolitan University believed that communication and organization were the two most important skills for event management. It was determined that students acquired the necessary event management skills through study at a college or university and work experience. Overall, students concurred that they possess the skills and knowledge necessary to apply for a position in event management.

It has been determined that two decisions would benefit an event per (Smith et al., 2017). The first decision is made during the decision stage, and the second during the detailed planning stage. This will strengthen the final decision and make it possible to incorporate additional event elements. In addition, a finance stage will be added, as it has been determined that finance has been grossly neglected despite being a crucial component. Ambiance and atmosphere, which are directly associated with the success of the event, have been incorporated. This will enhance the event. Role delegation and configuration have been added to the Salem et al. model's implementation stage, which was found to be lacking. This will ensure the event runs smoothly and alleviate the event manager's burden (if role delegation is conducted correctly). The evaluation phase has been entirely redesigned and now consists of three distinct phases. In this study, the planning procedure is essential to the event's success. Planning involves establishing goals and the means to achieve them. 1. their responsibilities; 2. when they must begin and finish tasks; 3. how much money is available and the resources for this money; and 4. what to do in case of failure. Preparing for an event requires the following steps: concept, feasibility, tasking, scheduling, budgeting, approval, site selection, marketing, risk assessment, monitoring, and evaluation.

Blundetto says that event management is the use of project management to plan and carry out large-scale events like festivals, conferences, ceremonies, formal parties, concerts, and conventions (Blundetto, 2017). Before the event starts, this means doing research on the brand, figuring out who the target audience is, coming up with a concept for the event, and coordinating the technical details. A researcher says that the Philippines' need for specialized hospitality services led many entrepreneurs to specialize in this field (Borbon, 2016). They range from large corporations to small business owners who use their imagination, connections, and time to create an extraordinary event for a client. For these businesses and entrepreneurs to be successful in this industry, they need to have the following skills: organization, technical knowledge, interpersonal skills, marketing, advertising, catering, logistics, design, glamour identity, human relations, law and license research, risk management, and budgeting.

In the Philippines, the event industry has grown quickly, especially for companies that focus on special and corporate events. Batangas is one of the most popular tourist destinations in Metropolitan Manila's vicinity. Batangas are also known for their propensity to celebrate even the smallest of occasions. This mentality makes it an excellent venue for events, thereby providing event organizers with a market opportunity. In recent years, catering businesses in this province have flourished, and an increasing number of locals are hiring caterers to oversee the preparations for their events. However, the catering industry is a subset of the larger special event industry. Regarding this study, it is true that the Philippines has a demand for special services, such as event management services. Universities and other organizations must prepare their students to manage the expansion of the event industry in order to produce potential event organizers.

According to a study, some event managers are born, while others are made. Event management has become increasingly competitive in terms of professional requirements (Zeng, 2015). Therefore, in order to create a successful event, event managers must possess and utilize event planning skills. The competencies occur at once. interpersonal or communication

skills: event planning careers require meeting and interacting with individuals. It is essential to acquire effective communication skills so that you can relate to others with ease. 2. creative: clients already know what type of event they want to organize, so an event manager must be able to envision what the client wants. So, students must be ready to work as professionals in the event management industry and know how important it is to communicate well with clients and staff in order to reach their goals. To make the most of event decorations, you need to be creative, which is also a must in the event business.

According to a study, e-entrepreneurship programs and courses provide students with the necessary context and content to acquire and apply the skills and behaviors designed to create value in entrepreneurial firms (Gundry et al., 2014). Due to their creative abilities, students can discover new ideas and opportunities that contribute to innovation. Their study examines the impact of perceptions of creativity skills acquired by 137 employed MBA students in a part-time program. Students who successfully completed an entrepreneurship course on creativity and innovation and utilized creativity tools and methods in a team context in the classroom. According to the study's findings, students transferred their creativity skills to their work teams, which had a positive impact on perceptions of team support for innovation as well as their team's and firm's actual innovative outcomes.

A researcher says that to be effective and successful in the field, event planners need to have and use a variety of skills (Schultz, 2014). Event organization is dependent on communication. Event planners must consistently and competently practice these communication skills to develop the muscle memory required to incorporate them into their planning routine. Event planners must also develop a variety of other skills, including creativity, adaptability, and consideration, in addition to strong communication abilities. Professional event planners can use their knowledge and experience to alleviate stress during an event; therefore, they must possess excellent communication skills to persuade clients that they can create and develop an event that meets their vision. A wide variety of skills are required for success in the event planning industry.

This research examines several characteristics of event planners, such as organization and time management. However, these lists of abilities are often centered on the management aspect of event planning, whereas other inventories are more attuned to client interaction (Camenson, 2012; Getz, 2012; Silvers and Goldbalt, 2012; Van der Wagen, 2010). Any event requires excellent interpersonal and presentation skills, as well as the ability to maintain composure in the face of chaos (Camenson, 2012; Silvers and Goldbalt, 2012). For the event to be successful and well-organized, it must be in sync with and connected to the entire planning process (Phat, 2014). The evaluation process helps the event manager and organizers determine which aspects require improvement and expansion. A good and successful event is always the result of careful planning and significant effort. Also, a very high level of planning is needed to make sure the event goes well. Event success is directly attributable to careful event planning. Planning is a difficult phase in the event industry; therefore, a professional must know how to manage the event's flow wisely and according to the plan.

According to a study, time management is the key to success for any event (Ahmad et al., 2012). A good reputation in event management and around the world is based on an event organizer's ability to carefully plan and stick to the event's schedule. But the success of an event management team depends a lot on how well the team can meet the client's time-related needs. To make sure clients are happy, the event manager and crew members must figure out the best way to solve problems. If employees can't manage their time at the event well, it could hurt their overall performance. So, every person who plans an event must be able to do their jobs correctly and on time. When organizing an event, it is crucial to be efficient. Effectiveness is characterized by maximizing output and minimizing wasted effort.

In their study, looked at how time management skills affect a person's sense of self-efficacy and how well they do in school (Karim et al., 2011). Girls in their first year of high school from the Masjed Soleiman statistical community were put into one of two groups of 27 patients at random. The results of their study show that teaching students how to manage their time helps them do better in school and feel better about themselves. According to an event is commonly defined as something that 'happens,' so the term "event management could be used to describe the organization of everything that occurs (Damm, 2010). Getz defines an event as "an occurrence at a given location; a special set of circumstances; a noteworthy occurrence," and this definition encompasses a broad range of possibilities that share a crucial characteristic that can occur only once.

3. METHODOLOGY

This study utilized a descriptive research design to evaluate the perspectives of Bachelor of Science in Office Administration students at Laguna State Polytechnic University San Pablo City Campus on the importance of event management training for their future careers. The respondents consisted of fifty (50) fourth-year BSOA students surveyed through convenience sampling. A questionnaire with two main sections served as the research instrument. The first part elicited demographic details from the respondents. The second part focused on their perceptions concerning competencies in event management and effectiveness in enhancing professional competencies. We used a 4-point Likert scale to rate the responses. We interpreted the alternative as 4-always, 3-frequently, 2-sometimes, and 1-never. The Likert scale, with options of strongly agree (4), agree (3), disagree (2), and strongly disagree (1), was used to rate professional development competencies.

While with the interpretation the researchers used the following for the first part of the survey 1.00 - 1.80: Very Low, 1.81 - 2.60: Low, 2.61 - 3.40: Moderate, 3.41 - 4.20: High, 4.21 - 5.00: Very High. For second part 3.5 - 4.0: Very high occurrence or perception, 2.5 - 3.4: High occurrence or perception, 1.5 - 2.4: Moderate occurrence or perception, 1.0 - 1.4: Low or non-existent occurrence or perception. The researchers wrote and forwarded a formal petition to the campus director, detailing the research's nature, scope, and participants. The questionnaire underwent vetting by the experts and administered through Google Forms to allow simple access for the respondents. We collected all responses within the designated timeframe for analysis. The research study used Pearson's r correlation coefficient to determine whether there was a relationship between demographics, perceptions of event management capacities, and professional development.

By employing this statistical technique, the research was able to find out

the relationship between event management competencies and the potential for professional development. The respondents received a clear explanation of the research methodology's procedure and how to fill out the questionnaires, ensuring they understood the study's benefits and their potential contributions to the research process. The demographic profile of respondents, broken down by age and gender, reveals that the majority, or 58% of the sample, are in the age range of 21-23 years. The second-largest percentage of respondents was the one who belongs to the age group 18-20, accounting for 24%. Students in the 24-26 age range make up the smallest portion of the sample, accounting for only 10%; just 8% of the respondents were over 27 years old.

Most of the respondents were female, at 72%, and males comprised 28%, the study revealed. The objectives of the study included: The objective is to measure the respondents' perceived event management competencies. The goal is to measure the participants' professional development competencies. The analysis reveals a significant correlation between the respondents' demographics and their professional development competencies in event management. We aim to determine the noteworthy relationship between event management skills and the potential for professional growth. We will use frequency distributions and Pearson's correlation coefficient on the data collected in this study to determine significant relations.

4. RESULTS AND DISCUSSION

4.1 Students' Perspectives on the Value of Event Management Training Skills

The following are tabular presentation of data regarding the mean level of event management skills of the fourth-year students of Bachelor of Science in Office Administration of Laguna State Polytechnic University - San Pablo City Campus.

Table 1: Mean Perception Level of Value in Event Management Training Skills in Terms of Creativity		
Indicators	Mean	Interpretation
1. Gather information from a wide variety of sources to stay current with what's happening.	3.38	Always
2. Look for things in the environment to inspire me to find new interpretations of problems.	3.44	Always
3. Think that creativity involves putting heart and soul in my task/s.	3.58	Always
4. When I'm coming up with ideas, it is considered by my teammates.	3.36	Always
5. When solving a problem, I try to rethink my current understanding of an issue to develop a deeper insight into it.	3.48	Always
Total Mean	3.45	Very High Occurrence

Table 1 illustrates that respondents generally prioritize event management training abilities for inventiveness. The mean scores for all indicators range from 3.36 to 3.58, indicating very high occurrence. The statement "Gather information from a wide variety of sources to stay current with what's happening" received a mean score of 3.38, suggesting that respondents actively seek information from a variety of sources. Moderate agreement with the statement. The statement "Look for things in the environment to inspire me to find new interpretations of problems" received a mean score of 3.44, indicating that respondents actively seek environmental inspiration for new ideas and methods. This indicates moderate agreement. The mean score for "Think that creativity involves putting heart and soul into my tasks" was 3.58, indicating that respondents feel creativity requires a lot of dedication and passion.

This shows strong agreement with the statement. The mean score for "When I'm coming up with ideas, it is considered by my teammates" was

3.36, demonstrating that respondents respect their teammates' input and opinions during ideation. This shows moderate agreement. The mean score for "When solving a problem, I try to rethink my current understanding of an issue to develop a deeper insight into it" was 3.48, showing that respondents actively rethink their understanding of problems to gain deeper insights. This indicates moderate agreement. The total mean score of 3.45 indicates excellent agreement with the originality value of event management training abilities. This shows that event managers value and use creative thinking. While having a creativity specialist is vital, a group researcher argue that everyone can be creative because they have imaginations (Shisha et al., 2019). Having a creative mind helps enhance event decorations, and it's necessary in the event sector. Students with imagination can discover innovative ideas and opportunities. Professional event managers should handle challenges creatively.

Table 2: Mean Perception of Level of Value in Event Management Training Skills in Terms of Time Management Skills		
Indicators	Mean	Interpretation
1. Set realistic goals for myself and track the progress until I reached them.	3.46	Always
2. When it comes to managing my workloads, I know my priorities.	3.60	Always
3. I find myself completing tasks before or on the deadline.	3.54	Always
4. Stressed about deadlines.	3.32	Always
5. Motivated to complete all of my work in a timely manner.	3.36	Always
Total Mean	3.46	Very High Occurrence

Table 2 reveals that respondents appreciate event management training for time management abilities. The mean scores for all indicators range

from 3.32 to 3.60, indicating a high frequency of the statements. The statement "Set realistic goals for myself and track the progress until I

reach them" received a mean score of 3.46, indicating that respondents routinely set realistic goals and actively tracked their progress. This shows strong agreement with the statement. The statement "When it comes to managing my workloads, I know my priorities" received a mean score of 3.60, indicating that respondents are aware of their priorities. This indicates strong statement agreement. The statement "I find myself completing tasks before or on the deadline" received a mean score of 3.54, indicating that respondents often meet deadlines. This shows strong agreement with the statement.

The item "Stressed about deadlines" received a mean score of 3.32, indicating that respondents experience stress related to deadlines. This indicates moderate agreement. The mean score for "motivated to complete all of my work in a timely manner" was 3.36, demonstrating the participants' continuous motivation to complete their tasks on time. This indicates moderate agreement. The total mean score of 3.46 indicates high agreement with the value of event management training for time management. This shows that event managers respect and use time management abilities.

Event success requires time management (Ahmad et al., 2012). Event organizers' reputations in event management and the world depend on their ability to precisely schedule and follow event itineraries. The success of an event management team depends on its ability to address client needs, especially in a timely manner. Event managers and staff personnel must find solutions to their clients' difficulties in order to satisfy them. People who can't manage their time may perform poorly at the event. Each event organizer must know how to finish on time. Event planning requires efficiency. Producing maximum output with minimal effort is efficient. A group researcher examined how time management affects self-efficacy and academic achievement (Karim et al., 2011). The Masjed Soleiman statistical community randomly selected 27 female first-grade high school students for each experimental and control group. Their study found that time management training improves academic achievement and self-efficacy.

Table 3: Mean Perception of Level of Value in Event Management Training Skills in Terms of Leadership Skills

Indicators	Mean	Interpretation
1. I accept responsibility for my actions while working.	3.50	Always
2. I influence others with my decisions.	3.28	Always
3. I accept and utilize suggestions to improve performance.	3.62	Always
4. I demonstrate flexibility by adapting to different situations.	3.48	Always
5. When assigning task/s, I consider people's skills and interest.	3.42	Always
Total Mean	3.46	Very High Occurrence

Table 3 illustrates that respondents generally prioritize event management training abilities for leadership. The mean scores for all factors range from 3.28 to 3.62, indicating moderate-to-high statement agreement. "I accept responsibility for my actions while working" had a mean score of 3.50, indicating that respondents assume workplace accountability. This shows strong agreement with the statement. The statement "I influence others with my decisions" received a mean score of 3.28, indicating that respondents hold this belief. This indicates moderate agreement. The mean score for "I accept and utilize suggestions to improve performance" was 3.62, indicating that respondents' value and actively use performance-enhancing suggestions. This strongly supports the statement.

The mean score for "I demonstrate flexibility by adapting to different situations" was 3.48, indicating that respondents are flexible and adaptable. This indicates high agreement. The statement "When assigning tasks, I consider people's skills and interests" received a mean score of 3.42, indicating that respondents prioritize matching assignments to individuals' skills and interests. This indicates moderate agreement. The total mean score of 3.46 indicates high agreement with the value of event management training for leadership qualities. This shows that respondents appreciate leadership skills and regularly exhibit event management leadership behaviors. According to leadership qualities lead to effective events, which can serve as a benchmark for future event planning (Wahab, 2013). Leadership abilities are crucial for students to create relationships with peers and complete assignments efficiently.

Table 4: Mean Perception of Level of Value in Event Management Training Skills in Terms of Organizational Skills

Indicators	Mean	Interpretation
1. Like to keep a check list and make sure that each item gets the attention it needs.	3.24	Often
2. Always make sure that everything is neat and in order.	3.42	Always
3. Use several online and desktop tools to stay organize.	3.44	Always
4. I am a very organize and thorough person, which I think contributes to my success.	3.34	Always
5. I plan my daily, weekly, and long-term work projects carefully.	3.20	Often
Total Mean	3.33	Very High Occurrence

Table 4 reveals that respondents regard event management training skills as organizational skills. The mean scores for all indicators range from 3.20 to 3.44, indicating moderate-to-high statement agreement. The item "Like to keep a checklist and make sure that each item gets the attention it needs" had a mean score of 3.24, indicating that respondents use checklists to complete tasks. This shows moderate agreement. "Always make sure that everything is neat and in order" had a mean score of 3.42, suggesting that respondents value organization. The statement seems to receive support. The statement "Use several online and desktop tools to stay organized" received a mean score of 3.44, indicating that respondents utilize multiple digital tools to maintain organization. It implies strong agreement with the statement.

Those who answered "I am a very organized and thorough person, which I think contributes to my success" scored 3.34, indicating that they firmly believe their organization and thoroughness help them succeed. The mean score for "I plan my daily, weekly, and long-term work projects carefully" was 3.20, showing that respondents plan their projects well over time. This indicates moderate agreement. The total mean score of 3.33 shows significant agreement with the importance of event management training in organizational skills. This shows that event managers respect and use organizing abilities. According to event planners require exceptional organizational skills (Tow, 2019). All events have thousands of moving pieces. Thus, efficient organization is essential. Students must be structured to succeed. Many people struggle with organization.

Table 5: Mean Perception of Level of Value in Event Management Training Skills in Terms of Communication Skills

Indicators	Mean	Interpretation
1. Able to communicate my needs and I make sure that my message is heard and understand.	3.50	Always
2. When there's conflict, I use my communication skills to find solutions and make things through.	3.32	Always
3. If I don't understand something, I tend to keep this to myself and figure it out later.	3.14	Often
4. When people talk to me, I try to see their perspectives.	3.40	Always
5. When talking to people, I pay attention to their body language.	3.44	Always
Composite Mean	3.36	Very High Occurrence

Table 5 illustrates that respondent regard event management training skills for communication abilities. The mean scores for all indicators are 3.14-3.50, showing strong statement agreement. "Able to communicate my needs and make sure that my message is heard and understood" had a mean score of 3.50, suggesting that respondents strongly agree that they have good communication skills to express their wants and assure comprehension. The statement, "When there's conflict, I use my communication skills to find solutions and make things through," received a mean score of 3.32, indicating that respondents utilize their communication skills to resolve conflicts and overcome obstacles. The statement "If I don't understand something, I tend to keep this to myself and figure it out later" received a mean score of 3.14, indicating that respondents occasionally attempt to solve the problem on their own.

This suggests a slightly lower level of agreement compared to other

indicators. The mean score for "When people talk to me, I try to see their perspectives" was 3.40, suggesting that respondents always try to comprehend others' perspectives. The statement, "When talking to people, I pay attention to their body language," had a mean score of 3.44, indicating that respondents always watch others' nonverbal signs. A composite mean score of 3.36 indicates significant agreement with the value of event management training in communication skills. This shows that respondents respect event management communication abilities and use them in diverse settings.

A study states that communication skills are the most crucial event management abilities. Many institutes provide event management courses (Wheeler, 2017). Therefore, institutes and instructors must teach students event management skills and information. Additionally, we must focus on students' event-management skills and expertise. We should strengthen those talents to be more professional in event management.

4.2 Perception of the Mean Level of Future Career Capabilities of The Fourth Year Students of Bachelor of Science in Office Administration.

The following are tabular presentation of data regarding the mean level of future career capabilities of the fourth-year students of Bachelor of Science in Office Administration of Laguna State Polytechnic University - San Pablo City Campus.

Table 6: Mean Perception of Level of Future Career Capabilities in Terms of Planning

Indicators	Mean	Interpretation
1. Able to define strategic plan, goals and objectives.	3.26	Strongly Agree
2. Able to track progress in achieving strategic plan, goals and objectives.	3.30	Strongly Agree
3. Can estimate cost of implementing strategic initiatives, goals and objectives.	3.18	Agree
4. Able to assign specific individuals or organizations to take the lead in implementing particular strategic initiatives, goals and objectives.	3.38	Strongly Agree
5. Can identify specific performance measures for gauging success in achieving individual strategic goals and objectives.	3.26	Strongly Agree
Total Mean	3.28	Very High

The mean impression of future career planning capacities among respondents is good, as seen in Table 6. All indicators' mean scores range from 3.18 to 3.38, suggesting excellent statement agreement. The mean score for "Able to define strategic plans, goals, and objectives" was 3.26, showing excellent agreement. The responders appear confident in their abilities to describe and set strategic plans, goals, and objectives. The mean score for "Able to track progress in achieving strategic plans, goals, and objectives" was 3.30, indicating good agreement. This means respondents feel they can track and assess their progress toward strategic plans, goals, and objectives. The mean score for "Can estimate the cost of implementing strategic initiatives, goals, and objectives" was 3.18, indicating agreement with the statement. This implies that respondents believe they can estimate the costs of adopting strategic initiatives, aims, and objectives, however less so than other measures.

A mean score of 3.38 demonstrated strong agreement with the statement, "Able to assign specific individuals or organizations to take the lead in implementing particular strategic initiatives, goals, and objectives." This indicates that respondents feel confident allocating specific duties to individuals or organizations to accomplish strategic initiatives, goals, and objectives. The mean score for the ability to identify specific performance measures for gauging success in achieving individual strategic goals and objectives was 3.26, indicating excellent agreement. The respondents seem confident in their capacity to develop and establish performance indicators to assess strategic goals and objectives. The mean score of 3.28 indicates excellent agreement with their opinion of future career planning capabilities. This shows that respondents feel they can create strategic plans, track progress, allocate roles, and set performance benchmarks for successful planning and implementation.

Planning helps the team achieve its goals, says (Hill, 2019). This approach encompasses the operation of the organization, identifying and enhancing areas that require improvement. Event management skills require planning since, without a plan, you'll squander resources, diminish productivity, and have a low probability of success.

Table 7: Mean Perception of Level of Future Career Capabilities in Terms of Marketing

Indicators	Mean	Interpretation
1. Awareness to the most profitable target client and prospects that look best to be your client.	3.26	Strongly Agree
2. Able to modify target customer segments and creating launched plan based on feedback you received.	3.38	Strongly Agree
3. Acceptance of client's opinions and new services to offer.	3.28	Strongly Agree
4. Able to elaborate an overview of the service to the client.	3.42	Strongly Agree
5. Can actively up-sell and cross-sell services to current client.	3.36	Strongly Agree
Total Mean	3.34	Very High

Table 7 reveals that respondents generally view marketing career prospects positively. All indicator mean scores range from 3.26 to 3.42, suggesting excellent statement agreement. The mean score for "awareness of the most profitable target client and prospects that look best to be your client" was 3.26, showing good agreement. This shows that respondents are confident in their ability to find their business's most profitable target clients and prospects. The mean score for "Able to modify target customer segments and create launch plans based on feedback received" was 3.38, indicating excellent agreement. This suggests that respondents feel they may alter their target client demographics and launch strategies based on feedback. "Acceptance of clients' opinions and new services to offer" averaged 3.28, indicating excellent agreement.

This shows that responses are open to client feedback and adding new services. The mean score for "Able to elaborate an overview of the service to the client" was 3.42, indicating excellent agreement. This suggests that responders are confident in their abilities to explain their services to clients. The item "Can actively upsell and cross-sell services to current clients" received a mean score of 3.36, indicating a high level of agreement. This implies that respondents believe they can aggressively promote and sell more services to their existing clients. The total mean score of 3.34 strongly agrees with their marketing career expectations. This shows that respondents feel they can identify lucrative target clients, alter consumer segmentation and launch plans, accept clients' opinions, offer service overviews, and upsell and cross-sell.

Marketing is crucial for any organization, per (Nordqvist, 2019). Any business relies on marketing. Therefore, it is crucial for every student to comprehend effective marketing strategies in order to effectively manage consumers, identify potential clients, understand their needs and wants, and determine whether they need to expand their techniques to reach these customers.

Table 8: Mean Perception of Level of Future Career Capabilities in Terms of Monitoring and Evaluation

Indicators	Mean	Interpretation
1. Able to track progress against expected targets and thereby can compare where work is implemented.	3.42	Strongly Agree
2. Able to highlights significant accomplishments or program potential and offers recommendations for improvement.	3.52	Strongly Agree
3. Monitor implementation of plans and compare with actual outcome.	3.38	Strongly Agree
4. Able to change my plans to correct the gaps.	3.38	Strongly Agree
5. Able to establish preventive actions for targeted plans.	3.36	Strongly Agree
Total Mean	3.41	Very High

In Table 8, respondents' mean perception of future career monitoring and evaluation capacities is good. All indicator means values range from 3.36 to 3.52, suggesting good statement agreement. "Able to track progress against expected targets and thereby can compare where work is implemented" showed significant agreement with a mean score of 3.42. This shows respondents are confidence in their abilities to track and evaluate progress toward their goals. "Able to highlight significant accomplishments or program potential and offer recommendations for improvement" had a mean score of 3.52, indicating good agreement. This

suggests that respondents believe they can find and demonstrate big achievements or program potential and offer meaningful improvements. The mean score for "Monitor implementation of plans and compare with actual outcome" was 3.38, indicating strong agreement.

This shows that responders are able to track their plans and compare results. "Able to change my plans to correct the gaps" averaged 3.38, indicating great agreement. This means that respondents believe they can adjust their strategies to overcome gaps and inadequacies. "Able to establish preventive actions for targeted plans" had a mean score of 3.36, indicating good agreement. This shows that respondents are confident in their abilities to proactively take preventive measures to ensure plan success. Overall, the mean score of 3.41 strongly agrees with their perception of future career monitoring and evaluation capabilities. This shows that respondents believe they have the skills and competencies to monitor and evaluate their work, make improvements, and avert failure.

Monitoring and evaluation can show programmed efforts, according to Gauge et al. (2010). Helping them learn and determine if they need to improve is crucial. In assessment, the event organizer must establish a formal evaluation form for attendees to know if their techniques are beneficial and to repeat them in the future.

4.3 Significant Relationship Between the Profiles of the Respondents and Future Career Capabilities of the Fourth Year Students of Bachelor of Science in Office Administration

Table 9: Correlations Between the Profiles of the Respondents and Future Career Capabilities of The Fourth Year Students of Bachelor of Science in Office Administration

Profile of the Respondents	r- value	p- value	Decision	Interpretation
Age	-0.056	0.700	Accepted Ho	Not Significant
Gender	0.374	0.007	Rejected Ho	Significant

The correlation of the age and gender of fourth-year Bachelor of Science in Office Administration students with their potential for future employment. The age correlation coefficient (r-value) was -0.056 and the p-value 0.700. We accepted the null hypothesis (Ho) that age does not affect career talents, as the p-value did not reject the hypothesis. Thus, age appears to have little effect on students' employment prospects. The gender correlation coefficient (r-value) was 0.374, and the p-value was 0.007. A p-value of less than 0.05 rejected the null hypothesis (Ho), suggesting that gender influences job prospects. This suggests that gender may affect students' employment prospects.

These findings imply that age does not affect fourth-year Bachelor of Science in Office Administration students' employment prospects. However, gender appears to affect respondents' employment prospects. Voyles found no effect of student age on scores. The study found no significant association between respondents' age and fourth-year Bachelor of Science in Office Administration students' professional upgrading capabilities (Voyles, 2011). Kirtiraj states that gender is a significant variable in any social or economic phenomenon. This study's findings are highly correlated (Kirtiraj, 2010).

Table 10: Correlations between the Event Management Skills and Future Career Capabilities of the Fourth Year Students of Bachelor of Science in Office Administration

Event Management Skills	r- value	p- value	Decision	Interpretation
Creativity	0.717	0.000	Rejected Ho	Significant
Time Management Skills	0.720	0.000	Rejected Ho	Significant
Leadership Skills	0.660	0.000	Rejected Ho	Significant
Organizational Skills	0.735	0.000	Rejected Ho	Significant
Communication Skills	0.801	0.000	Rejected Ho	Significant

The correlation of event management skills (creativity, time management,

leadership, organizational, and communication) with the career prospects of fourth-year Bachelor of Science in Office Administration students. The correlation coefficients (r-values) show that event management skills improve job prospects. Creativity had an r-value of 0.717, time management 0.720, leadership 0.660, organizational 0.735, and communication 0.801. These values imply a substantial link between event management skills and students' employment prospects. All p-values were less than 0.001, rejecting the null hypothesis (Ho) and supporting the correlations. This suggests a link between the event management skills of fourth-year Bachelor of Science in Office Administration students and their employment prospects.

These findings imply that event management skills like innovation, time management, leadership, organization, and communication are valuable for students' employment prospects. Students need these skills to succeed in office administration occupations. The strong positive relationships suggest that event management skills improve job performance, employability, and career advancement. While having a creativity specialist is vital, a group researcher argue that everyone can be creative because they have imaginations (Shiksha et al., 2019). Having a creative mind helps enhance event decorations, and it's necessary in the event sector. Students with imagination can discover innovative ideas and opportunities. Professional event managers should handle challenges creatively. A group researcher say event success depends on time management. Event organizers' planning and deadline-keeping skills (Ahmad et al., 2012). Event management skills strongly correlate with the professional growth capabilities of a Bachelor of Science in Office Administration. According to a study, effective leadership contributes to successful events, serving as a model for future events (Wahab, 2013). Leadership greatly affects event success. Some researcher says event planners need organizing abilities most. All events have thousands of moving pieces (Tow, 2019). Thus, efficient organization is essential.

5. CONCLUSION

This study underscores the importance of event management training skills for Bachelor of Science in Office Administration students at Laguna State Polytechnic University's San Pablo Campus. Integrating such training within the curriculum can enhance students' employability, provide opportunities for career growth, and equip them with the necessary competencies to excel in the field of office administration. The findings of this research offer practical guidance for curriculum development and contribute to the broader discourse on event management education.

The following are being concluded by the researcher that:

1. The hypotheses that there is no relationship between the profiles of the respondents in terms of age, gender, year and course and professional enhancement capabilities is accepted.
2. The hypotheses that there is no relationship between the event management skills in terms of creativity, time management skills, organizational skills, leadership skills, communication skills and professional enhancement capabilities is rejected.

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