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A NEEDS ANALYSIS ON THE ENGLISH LANGUAGE NEEDS AMONG BUSINESS ADMINISTRATION-HUMAN RESOURCES MANAGEMENT STUDENTS: BASIS FOR CURRICULUM DEVELOPMENT

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ABSTRACT

This study aimed to assess the level of language proficiency among Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) students, focusing on the four macro skills: listening, speaking, reading, and writing. A 60-item test questionnaire was designed to measure students' proficiency levels. The results indicated that while students performed at an average level in listening and speaking, and a low level in reading, their writing skills were the weakest among the four. In addition to the quantitative assessment, qualitative data were gathered through in-depth interviews with ten purposively selected participants to gain insights into their language proficiency experiences. Thematic analysis of the interviews led to four major themes: (1) evaluating the level of writing skills; (2) understanding students' struggles; (3) strategic approaches to skill development and confidence building; and (4) suggestions for tailoring the English curriculum to meet the demands of professional communication. Notably, students identified writing as their most difficult area and suggested practical improvements, including curriculum adjustments and skill-specific interventions. In light of these findings, the study recommends the implementation of targeted language development programs that prioritize writing skills. Additionally, the researchers propose the adoption of a skill-based English syllabus tailored to develop the specific language skills required for students' academic and professional growth. This approach would prioritize practical tasks that enhance language skills of the students particularly their writing skills, while fostering active student participation to build effective communication skills essential for academic and professional success.

KEYWORDS: *Needs analysis, language skills, Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM), Kapalong, Davao del Norte*

RATIONALE

Language is more than just words, it is how we connect, shared ideas, solve problems, and build relationships. Nowadays, strong language skills are needed more than ever. Students, professionals, and even business leaders all rely on the ability to speak, write, listen, and read effectively. In the context of students taking Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM), these skills are not just helpful, they are seen as essentials. As future human resource professionals, their job entails them to interview and assist job applicants, plan and organize employee training programs, give presentations, handle employee concerns and disputes, understand labor laws and explain company policies, and many more. All of these tasks require strong language skills. Without effective communication, misunderstandings may arise, leading to workplace conflict and inefficiency. Language skills not only enhance individual performance but also contribute to better organizational outcomes. Therefore, honing these skills is a critical part of preparing HRM students for the demands of the professional world (Wietmarschen, 2021; Waruwu, 2024; Afridah & Lubis, 2024).

In Indonesia, specifically at Nommensen HKBP University, within the Business Administration Department, students face challenges in mastering and applying Business English effectively in context. In this context, Business Administration students struggle with English learning due to lack of vocabulary, mispronunciation, and incorrect sentence structure. It is also seen that these issues add to the reason that students develop anxiety which hinder their effective communication. In connection, in Saudi Arabia students recognize the importance of integrating English language skills into the Business Administration curriculum. However, the students were not fully able to realize and practice it in real-life situations due to the reasons that there is a lack of sufficient resources and practical opportunities to apply their English language skills which also leads to them to experience communication apprehension when engaged in speaking activities. This lack of practice makes it hard for students to apply their theoretical knowledge into practical communication contexts. Moreover, in Thailand, a study conducted at St. Theresa International College revealed that first-year Business Communication students experienced significant anxiety when using English, especially in speaking tasks. Manifestations of this anxiety

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included trembling, memory lapses related to vocabulary and grammar, fear of speaking in front of lecturers, and shyness, all of which obstructed students from expressing themselves confidently and fluently in classroom settings. Their communication apprehension limits their opportunities for practice, which creates a cycle that hinders the language acquisition and confidence building of the Business Administration students (Simaremare et al., 2023; Jordan et al., 2024; Dhamacharoen & Chunsuvimol, 2021).

In the Philippine context, Business Administration students face persistent challenges in effectively using English, particularly in academic and professional communication. Despite English being an official language and a medium of instruction, many students struggle with speaking and writing fluency, vocabulary application, and reading comprehension, which hinder their performance in both classroom and workplace simulations. In connection, a study conducted in Camarines Norte, students enrolled in the Bachelor of Science in Business Administration at Camarines Norte State College perceive their English proficiency as limited, citing anxiety and lack of confidence as major barriers. Similarly, in Pangasinan a study found that junior Business Administration in Pangasinan State University students with lower English proficiency levels performed less effectively in their academic courses, suggesting that the existing English language curriculum does not fully equip students with the necessary communication skills for business contexts. Moreover, a study conducted in Manila revealed that graduates with low to moderate English Proficiency levels received significantly lower performance ratings in key areas such as report writing and client interaction. This is due to lack of practice when they were still in college schooling. These studies highlight the urgent need for curriculum reforms that integrate contextualized and practice-based English language instruction to enhance both proficiency and confidence among Business Administration students (Dino et al., 2025; Orlanda-Ventayen, 2020;Torres & Fernando, 2024).

Moreover, at Kapalong College of Agriculture Sciences and Technology (KCAST), particularly in BSBA-Human Resource Management program, students face challenges in developing the essential language skills that are crucial for effective communication both in academic and professional settings. Students often receive instruction without practical language use and opportunities for real-world application of these skills are limited. These challenges can affect both their academic performance and future careers. It is urgent to conduct this study as the demand for globally competent professionals who can navigate business environments with strong English skills and perform effectively with these skills are growing. Conducting this study is important to inform curriculum development, enhance instructional strategies, and ensures that students will graduate equipped with the necessary language skills to succeed in English-mediated environment.

Furthermore, there has been a lack of needs analysis studies specifically focusing on language skills of BSBA specializing in Human Resource Management. Existing research, such as Escandallo et al. (2024) in their study "The English Language Needs of Business Administration Major in Financial Management Focusing on Reading Skills" which focuses on the language needs of Business Administration students major in Financial Management primarily focusing on the reading skills of the students. Additionally, the study of Buro et al. (2024) entitled, "The English Language Needs of Bachelor of Science in Business Administration–Marketing Management Second-year Students Focusing on Reading Skills" which deals with the language needs of the second-year Business Administration major in Marketing Management students primarily focusing on reading skills of the students. Similarly, Espinosa et al. (2024) in their study "The English Language Needs of Human Resource Management Undergraduate Students Focusing on Reading Skills" though this study was conducted on Business Administration major in Human Resource Management it is more focused on the reading skills of the students rather than the overall English language skills of the students. Also, there are studies conducted in the same locale (Botohan et al., 2024; De Vera et al., 2024; Edrada et al., 2024; Sodoy et al., 2024; Watin et al., 2024) but all just focused on reading skill and not all the four macro skills. Meanwhile, with the studies mentioned above, it did not address the language skills namely; speaking, reading, writing and listening skills which is the focus this present Needs Analysis of Business Administration major in Human Resource Management students.

RESEARCH QUESTIONS

1. What is the level of language proficiency in terms of the four macro skills among Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM)?
2. What are the insights of the students based on the results and findings of their language proficiency?
3. Based on the results, what syllabus can be proposed as essential program to develop the language proficiency of the students?

NEEDS ANALYSIS

A. Purpose of the Needs Analysis

The purpose of this Needs Analysis concerned the present language learning of the Business Administration major in Human Resource Management in English language, specifically in their writing skills where the gathered information from the aptitude test and interview conducted served as the basis for the designing of syllabus that addressed the language needs of the students to which it is conducted.

Through needs analysis, the course designers were able to pinpoint the specific language areas where the students were mostconcerned, particularly in area that are relevant to the academic and professional demands of BSBA-HRM field. Moreover, conducting the needs analysis not only helped in determining which language skills needed to be prioritized but also, through this, the course designers were informed on the selection of suitable instructional strategies, learning activities and materials to be utilized during the teaching-learning process.

With the results of the Needs Analysis, the components of English where the respondents showed their strengths and

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weaknesses were highlighted. Such information guided the course designers in sequencing the content, adjusting the levels of difficulty, and designing the learning exercises that aligned with the demands and capacity of the learners.

B. Target Population

The population of this conducted needs assessment comes from first year to second year Bachelor of Science in Business Administration major in Human Resource Management students from Kapalong College of Agriculture, Sciences and Technology. The population was composed of 100 students which served as respondents, to answer the prepared questions distributed by the researchers. Afterwards, a random selection of students was conducted to participate in the interview, which provided insights into their language learning needs and reinforcing the results of the assessment.

C. Framework of the Target Situation Analysis

1. Why is the language needed?

Language played a significant role in all forms of communication; therefore, the students needed more language learning to become an effective communicator. For BSBA-HRM students, effective language use was essential in conveying ideas, gathering and presenting information, and interacting with other people in both academic and professional contexts. This Needs Analysis emphasizes the importance of developing writing skills, as these skills were considered a foundation for effectively performing and completing tasks of BSBA-HRM students. Therefore, this analysis aimed to guide students in their writing proficiency, contributing to their overall communicative competence.

2. How will the language be used?

In context, Business Administration major in Human Resource Management students used language in various ways whether in speaking, reading and writing both in academic and professional settings. Additionally, the students applied language skills in communicating, the same to how the students communicate with someone or with other people in every day basis. Furthermore, BSBA-HRM students used the language skills in context-specific situations such as in conducting interviews and writing professional documents like resumes, business letters and reports.

3. What will the content areas be?

The content areas included academic subjects, particularly English and other courses that required effective English communication. These areas focus on improving the abilities of the students in classroom discussions, academic writing, and oral presentations. In addition, the course covered business-related content aligned with the BSBA-HRM specialization, such as business communication, professional correspondence, and workplace management. The language component was also designed to prepare students for real-world professional settings, where they are expected to communicate clearly and effectively.

4. Where will the language be used?

The Business Administration major in Human Resource Management students used the language in academic settings, in classrooms, group discussions, and presentations. The language was also used in their professional environments like in meetings, job interviews, writing business reports and interpersonal communication in the workplace. Moreover, these language skills were also helpful to them in terms of improving their language proficiency, in improving their grammar and communication skills during their working hours in their workplaces.

D. Framework of Learning Needs Analysis

1. Why are the learners taking the course?

The course was a mandatory component of the Bachelor of Science in Business Administration program, which was why Human Resource Management students are enrolled in it. They recognized the value of English as a vital instrument for successful communication in professional contexts, despite it being a required subject. Speaking English well was crucial for their line of work since it improves their capacity to communicate effectively and with assurance in professional settings. Whether working in human resources, corporate operations, or marketing, effective communication was essential. As a result, they regarded the course as preparatory for successful career advancement and real-world business interactions.

2. How do learners learn?

A combination of academic understanding, practical application, and direct participation was how students learn. They successfully assimilated knowledge in human resource management through lectures, group discussions, case studies, role-playing, and simulations that mimic real-world work scenarios. Many students preferred practical exercises that let them allowed them to apply the theory in authentic business settings. Because interacting with peers improves understanding, collaborative learning also aided in their development. The use of technology, including films, multimedia presentations, and internet resources, also improved their understanding and memory. Students gained the skills necessary to excel in HRM and related business domains thanks to this combination of real-world experience and digital resources.

3. What resources are available?

A range of learning aids was available to Human Resource Management students enrolled in the Bachelor of Science in Business Administration degree. The knowledge of teachers who have received extensive training in teaching English for Specific Purposes (ESP) was one of the most significant resources. These instructors offered advice that was specific to the requirements of aspiring human resources professionals. Students used textbooks, workbooks, and other written materials created especially for business communication in addition to the assistance of their teachers. Multimedia content, online learning environments, and e-books are examples of digital tools that enhanced learning. Peer collaboration, computer laboratories, and library access all contributed to academic performance.

4. Who are the learners?

The students were first and second-year Kapalong College of Agriculture, Sciences, and Technology Human Resource

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Management majors pursuing a Bachelor of Science in Business Administration. They had a basic comprehension of English and came from a variety of backgrounds. They frequently used this knowledge when reading and doing academic work. Their studies were centered on business and communication because their primary interests were in entrepreneurial domains like selling, marketing, and personnel management. Although they acknowledged the value of English in professional contexts, their proficiency and attitudes toward the language were still lacking because it was a minor subject in their curriculum.

5. Where will the ESP course take place?

A well-organized, supportive learning environment was used for the Human Resource Management ESP course for students enrolled in the Bachelor of Science in Business Administration program. To encourage concentrated learning, the classroom was tidy, well-ventilated, and set up appropriately. In order for students to hear and comprehend the lectures and conversations, it was free from outside noise sources like traffic or noisy surroundings. To guarantee that students can actively participate, completely connect with the course material, and develop the communication skills required for their future positions in business and human resource management, a relaxed and well-organized environment was taken into consideration.

6. When will the ESP course take place?

The Bachelor of Science in Business Administration major in Human Resource Management ESP course was ideally offered frequently, preferably every day. Students who were exposed to English on a regular basis learned more about its many applications, particularly in business and professional settings. Through consistent practice, students progressively increased their fluency and confidence, which helped them to use English successfully in meetings, interviews, and written correspondence. By meant of ongoing education, learners can more effectively incorporated the language into their coursework and future careers, improving their proficiency in business and human resources settings.

E. Methods of Needs Analysis

The instruments used in conducting the Needs Analysis were divided into four: reading, listening, speaking, writing test questionnaires and interviews.

i. Questionnaire

The primary instrument used to conduct the needs assessment was a questionnaire carefully designed by the researchers, consisting of 60 items. This questionnaire aimed to evaluate the current level of language proficiency of the students by specifically assessing their skills in reading, writing, speaking, and listening. The questions were designed to identify both the strengths and weaknesses of the students in these areas. The information gathered from this assessment clearly showed their specific academic English needs. This valuable data helped in creating effective learning materials and teaching methods that are well suited to the students' individual skill levels, ensuring better learning outcomes.

ii. Interview

In the interview phase, 10 students were randomly selected by the researchers from among the 100 responders to participate in the second instrument, an interview. To help the researchers better understand these individuals' unique requirements, wants, and deficiencies, a series of questions were posed to them. The interviews were conducted in order to gather qualitative information that supplemented the findings of the questionnaire aided in the creation of the course syllabus, specifically designed to meet the academic English requirements of the students. Based on the direct feedback and experiences of the chosen participants, this method guaranteed a more responsive and individualized course design.

F. Procedure of the Needs Analysis

The needs analysis began with the administration of an aptitude test to BSBA students specializing in Human Resource Management. The test was designed to assess their current language skills, specifically in the four main aspects: reading, writing, speaking, and listening. Once the students completed the test, the researchers verified and marked their answers. The results were then systematically organized to prepare for further analysis.

After obtaining the scores, the data were organized into individual tables per skill. This facilitated easy observation of the strength and weakness of the students in every subject. The laid-out results enabled the level of proficiency of the students to be understood as well as identifying where the students needed additional support.

Following analysis of the test data, the researchers selected certain participants for one-to-one interviews. The interviews collected personal information on their learning experience, English preferences, and difficulties in acquiring English. With the consent of the students, the interviews were taped and later transcribed for examination. The qualitative data reinforced the test data, providing a richer explanation of students' learning English needs.

The last step integrated data from both the test and interviews. From this, the researchers created a proposed syllabus. This syllabus was formulated to cover the exact gaps discovered in the analysis and enhance the existing curriculum. Focused and relevant content was included in the syllabus to enable students to improve their skills in all four areas.

G. Data Collection

The researchers went to the classrooms that were allocated to them so that they could conduct Needs Analysis. They handed over the questionnaires to 100 respondents. After completion, the feedback was gathered, and the findings were given in the form of tables for coherence and presentation.

i. Questionnaires

The questionnaire consisted of 60 statements covering the four macro skills: listening, speaking, writing, and reading. After the respondents completed the questionnaire, the researchers carefully checked and verified their answers. The scores for each skill area were then totaled and organized into tables. This process helped the researchers analyze the strengths and

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weaknesses of students in each of the language skills clearly and systematically.

ii. Interview

Ten students were randomly chosen for private interviews. Their answers were thoroughly examined and synthesized by the researchers to provide a clear, consistent, and comprehensive representation of the qualitative data. These answers helped build an enhanced understanding of the students' needs, complementing the general analysis.

RESULTS AND DISCUSSIONS

This part presented the results and findings of both the level of language proficiency results of the four macro skills and the interview phase of the study. The first phase focuses on the quantitative data, displaying the levels of language proficiency in terms of the four macro skills. The second phase covers the interview, which is presented through a matrix format. This matrix illustrated the responses of the participants regarding their insights with their proficiency levels. The matrix included the issue investigated, essential themes that had emerged.

Research Question No. 1: What is the level of language proficiency in terms of the four macro skills among Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM)?

To answer this question, the researchers constructed a 60-item test questionnaire tailored to assess the level of language proficiency of Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM). The set of questionnaires dealt with the language skills, namely; listening, speaking, writing and reading. The data were checked and verified by the researchers; it is also interpreted using the descriptive equivalent. Moreover, the data on the level of language proficiency is presented in tables, respectively.

Table 1: Level of Language Proficiency in terms of Listening Skills

Item	Mean	Description
1.	79%	High
2.	79%	High
3.	79%	High
4.	79%	High
5.	76%	High
6.	52%	Average
7.	60%	Average
8.	61%	Average
9.	56%	Average
10.	63%	Average
11.	64%	Average
12.	78%	High
13.	77%	High
14.	68%	Average
15.	47%	Low
Category Mean	**68%**	**Average**

The table 1 showed the level of language proficiency in terms of listening skills among Business Administration-Human Resource Management students in Kapalong College of Agriculture Sciences and Technology. It obtained an overall mean score of 68% with a descriptive equivalent of average. This meant that the language proficiency level of BSBA-HRM students in terms of listening skills is satisfactory. Among the items, under this indicator, items no. 1,2,3,4 got the highest mean of 79% with a descriptive equivalent as average. This only meant that the listening proficiency of the students was at a satisfactory level. Meanwhile, the lowest mean of 47% was obtained from item no. 15 with a descriptive equivalent of Low. This meant that the proficiency level of the listening skills of the students was categorized as fairly. The result implied that while the average rating indicated an acceptable level of proficiency, for students to succeed in academic and professional settings, there is a need to elevate their listening beyond just satisfactory.

This result is connected to the study of Loan et al., (2024) which emphasized that learners who possessed strong listening skills are more likely to develop proficient communication abilities, which are essential for them to thrive and perform effectively in both academic and professional environment. Moreover, in the context of business where customer service and interpersonal communication is essential, the study of Kartika (2022) stated that enhancing the listening skills among business administration students is crucial as it influences their effectiveness in managing customer complaints. It is also found that students with strong listening skills tend to be empathetic and patient, often leading to effective conflict resolution.

Table 2: Level of Language Proficiency in terms of Speaking Skills

Item	Mean	Description
1.	27%	Very Low
2.	62%	Average
3.	61%	Average
4.	60%	Average
5.	48%	Low
6.	61%	Average
7.	46%	Low
8.	47%	Low
9.	54%	Average
10.	53%	Average
11.	65%	Average
12.	48%	Low
13.	60%	Average
14.	43%	Low
15.	51%	Average
Category Mean	**52%**	**Average**

Table 2 presented the level of proficiency in speaking skills among Business Administration-Human Resource Management students in Kapalong College of Agriculture Sciences and Technology. The indicator obtained an overall mean of 52% with a descriptive equivalent of Average. This meant that the proficiency level of the students in terms of their speaking skills is satisfactory. Among the items under this indicator, the item 11 got the highest mean with 65%, with a descriptive equivalent of average. This meant that the speaking skills of the students was categorized as satisfactory. Meanwhile, the item with the lowest mean is item 14 with 43%,

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with a descriptive equivalent of low. This meant that the speaking skills of students was categorized as fairly. The result implied that while the average rating indicates an acceptable level of proficiency, for students to succeed in academic and professional settings, there is a need to elevate their listening beyond just satisfactory.

These findings find support in the study of Perse (2024) and Escandallo and Baradillo 92024) which emphasized the significant role of speaking abilities in fostering active classroom engagement and boosting academic performance. The research finds that students who developed strong oral communication skills are better equipped to express their ideas clearly and confidently. Moreover, in the context of business, the study of Angeline (2020) stressed that speaking skills are crucial in the workplace. These skills are among the top abilities employers seek, as they facilitated effective communication, leadership, and problem-solving.

Table 3: Level of Language Proficiency in terms of Writing Skills

Item	Mean	Description
1.	33%	Low
2.	50%	Average
3.	30%	Low
4.	38%	Low
5.	57%	Average
6.	29%	Very Low
7.	45%	Low
8.	54%	Average
9.	43%	Low
10.	32%	Low
11.	50%	Average
12.	47%	Low
13.	30%	Low
14.	31%	Low
15.	44%	Low
Category Mean	**40%**	**Low**

Table 3 displayed the proficiency level of the students in terms of their writing skills. This skill obtained an overall mean of 40% with a descriptive equivalent of low. This meant that the proficiency level of writing skills is a fairly level. Among the items under this indicator the item 5 got the highest mean with 57%, with a descriptive equivalent of average. This meant that their performance was at a satisfactory level. On the other hand, the item with the lowest mean is item 6 with a mean of 29%, with a descriptive equivalent of very low. This meant that the level of writing skills of the students did not meet the expectation.

This result relates to the study of Song et al, (2023) and the study of Manatad and Escandallo (2024) which emphasized that proficient writing skills enable the learners to communicate ideas effectively, articulate thoughts clearly, and achieve academic success in different fields. The study also highlighted the challenges such as time constraints and the necessity for effective feedback mechanisms to support students in developing their writing skills. In connection, in the context of business administration students, the study of Miew Luan et al. (2024) and the study of Rosas and Escandallo (2024) investigated the common factors affecting the student's business writing skills. The research had identified challenges such as lack of practice, insufficient feedback, and limited understanding of business writing conventions, suggesting the need for enhanced instructional strategies.

Table 4: Level of Language Proficiency in terms of Reading Skills

Item	Mean	Description
1.	57%	Average
2.	57%	Average
3.	32%	Low
4.	42%	Low
5.	48%	Low
6.	63%	Average
7.	34%	Low
8.	36%	Low
9.	30%	Low
10.	51%	Average
11.	45%	Low
12.	37%	Low
13.	43%	High
14.	22%	Very Low
15.	41%	Low
Category Mean	**43%**	**Low**

Table 4 showed the level of proficiency in speaking skills among Business Administration-Human Resource Management students in Kapalong College of Agriculture Sciences and Technology. This indicator garnered an overall mean of 43% with a descriptive equivalent of low. This meant that the proficiency of reading skills of the students was at a fairly level. Within this indicator the item with the highest mean was in item 6 with 63%, with a descriptive equivalent of average. This meant that the reading skills of the students was at a satisfactory. Meanwhile, the item with the lowest mean is item 6 with 22%, with a descriptive equivalent of very low. This meant that the reading skill of the students did not meet the expectation.

This finding is connected with the study of Kiszczak (2020), which emphasized that reading involves working with multiple texts, including reading to integrate information, reading to critique, and reading to write, which are essential purposes in formal education settings. It helps beyond general comprehension and simple information retrieval, requiring a deeper understanding and critical analysis of texts. In the study of Mirza (2021), their findings revealed that the courses aimed at developing English reading skills for Business students are not meeting their intended objectives due to a lack of implementation of key findings from empirical studies. Despite having adequate classroom facilities and supplementary materials, the effectiveness of reading classes is hindered by the inappropriate use of materials for students with varying proficiency levels. The study emphasizes the need to include pre-reading exercises and offer appropriate resources to help students improve their reading abilities.

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Table 5: Level of Language Proficiency in terms the Four Macro Skills

Macro Skills	Mean	Description
Listening Skills	68%	Average
Speaking Skills	52%	Average
Writing Skills	40%	Low
Reading Skills	43%	Low

Table 5 presented the summary of the level of proficiency of the four macro skills namely; listening, speaking, writing and reading among Business Administration-Human Resource Management students in Kapalong College of Agriculture Sciences and Technology. Among the four indicators, the listening skills garnered the highest mean with 68% with a descriptive equivalent of average. This meant that the listening skills of the students was at a satisfactory level. Meanwhile, the indicator with the lowest mean was the writing skills with a mean of 40% with a descriptive equivalent of low. This meant that writing skills of the students was at a fairly level.

These findings find support in the study of Ahmed et al. (2024) that emphasized the interrelationship of macro skills; listening, speaking, reading, and writing skills. This interconnected nature of macro skills ensures that BSBA-HRM students develop well-rounded communication abilities that are significant for leadership, teamwork and decision making in the corporate world. It is also found that without a balanced proficiency across all macro skills, students may struggle with professional communication, which will affect their career success. Additionally, Raymundo (2023) emphasized the importance macro skills that it should not be taught in isolation. Instead it should be taught as integrated and combined to produce more holistic and effective macro skill development of the Business Administration students.

Research Question No.2: What are the insights of the students based on the results and findings of their language proficiency?

To answer this question, the researchers conducted an in-depth interview with 10 participants were randomly selected from the 100 respondents to provide relevant insights on the results and findings of their language proficiency. The major themes and supporting statements for research question no. 2 were presented in table 5. From the answers of the participants, four major themes emerged: (1) evaluating the level of writing skills; (2) understanding student's struggles; (3) strategic approaches to skill development and confidence building; and (4) tailoring English Curriculum to enhance professional communication.

Table 5. Themes and Supporting Statements on the insights of the students towards their language proficiency

l Themes	ting Statement
Evaluating the Level Of Writing Proficiency	"For me, I am probably at an average level. I can understand English and express myself through writing, but I still have errors in terms of grammar and sentence structure, especially in expanding the content since my vocabulary is not very broad." *(IDI_01)* "I would rate my current level of writing proficiency in English as below average. I can communicate my ideas, but I often struggle with grammar, advanced vocabulary, and structuring writing such as reports or formal letters." *(IDI_03)* "I am probably at a low level because I can write, but my grammar is really poor. As long as there are words, I consider it acceptable. As long as it can be read, that is good enough for me." *(IDI_04)* *"*Although my writing ability received the lowest rating, I do not believe it reflects my actual ability. I believe that my writing skills are improving, and with proper training, I can demonstrate a high level of proficiency.*" (IDI_06)*
Understanding Student's Struggles	"There are times when I go blank and forget how to express something in English, so that is my struggle when it comes to writing in English. As I mentioned, I get confused when using prepositional phrases. If time allows, I even search online to find the correct and appropriate words for the statement I want to convey in my letter or message." *(IDI_02)* "My current level of writing proficiency has affected my confidence, especially when it comes to academic requirements such as writing reports or essays. I often worry about making grammatical mistakes or failing to convey my ideas clearly. Sometimes, I doubt whether my writing is effective enough." *(IDI_03)* "It has made me feel less confident, especially when writing formal documents. I always worry if my grammar is correct or if my message is clear. Sometimes I need help from others, or I have to spend a lot of time revising my work." *(IDI_07)*
Psychological Impact of Writing Challenges on Student Confidence	"To be honest, it really affected me. Sometimes I hesitate to submit reports because I might have many mistakes. I feel embarrassed, especially when I know that the tone of the writing should be formal but I do not have confidence." *(IDI_01)* "I can write in English but I am not confident enough with grammar. I get confused when it comes to prepositional phrases. If time allows, I still search on Google to check what is correct and appropriate for the statement I want to express." (*IDI_02*) "Honestly, it has caused me anxiety. I am not confident if my tone is truly formal, especially when it comes to formal writing." (*IDI_05*) "It has made me feel less confident, especially when writing formal documents… I always worry if my grammar is correct or if my message is clear." (*IDI_07*)

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Self-Directed and Collaborative Strategies for Writing Improvement	"To improve my writing proficiency, I plan to take specific steps such as daily writing practice, reading more, and seeking feedback." *(IDI_03)* "I practice writing in my notebook. I also watch YouTube videos because they provide many tips, and they are free. I can also ask classmates who are intelligent because I feel lost most of the time." *(IDI_04)* "Essay writing with corrections in areas where I made mistakes is very helpful. It allows me to identify my weak areas and focus on improving them." *(IDI_06)* "Peer editing, writing workshops, and real-life writing simulations like composing business emails and memos are very helpful. These activities provide practical experience and immediate feedback that help improve my skills." *(IDI_10)*
Tailoring English Curriculum to Enhance Professional Communication	"Perhaps Grammar and Vocabulary for the Workplace would be helpful because it teaches us how to use correct sentence structure and the appropriate business terms for speaking and writing. In Human Resource Management, writing clear emails, reports, and policies is very important. It also helps build confidence in speaking with employees and managers, making communication more effective and professional." *(IDI_02)* "I would suggest to include topics such as resume and cover letter writing. In our field, it is necessary to write clear and professional messages for employees, applicants, and management." *(IDI_05)* "If I were to design a program or curriculum tailored to the needs of our course, I would include Grammar and Vocabulary subjects to help us learn proper usage of terms and correct grammar, especially in writing emails and reports." *(IDI_07)*

The first theme that came up from the insights of BSBA-HRM students was assessing writing skills, which they saw as crucial for their professional readiness. Many participants understood that clear and effective writing is important for managing transactions, drafting business letters, and maintaining professional communication in human resources. They emphasized that evaluating their current writing skills helps them spot weaknesses and work on improving them. This view supports Liu's findings, which show that writing proficiency plays a major role in how future professionals evaluate and improve their own and others' written communication (Liu, 2021). Building on this idea, self-assessment becomes an important tool for improving writing skills and getting ready for professional life. When students regularly evaluate themselves, they become more aware of their strengths and what they need to work on. Reflecting like this not only helps fix weaknesses but also encourages independence in learning, giving them the skills they need to handle the challenges of business communication confidently. This approach matches what research says about the role of self-assessment in both school and work development (Eswaey & Ihmoumah, 2024).

Furthermore, the second theme that emerged was understanding students' struggles, highlighting the need to recognize the writing challenges faced by BSBA-HRM students. Participants stressed that acknowledging these difficulties is essential for creating lesson plans that meet their specific learning needs. They believe that tailored instruction can better support students' growth, especially in preparing them for workplace communication. By identifying where students struggle, educators can use strategies that improve learning and writing skills. This supports Mason and Atkin's research, which emphasizes the importance of addressing adult learners' writing challenges to help them succeed in higher education and beyond (Mason & Atkin, 2020). In line with this, understanding the writing challenges students face is key to developing teaching methods that really support them. By recognizing common problems like grammar mistakes, trouble organizing ideas, and a limited vocabulary, teachers can give focused help to improve their writing skills. This not only helps students do better in school but also gets them ready for professional communication in the workplace. Clear guidance and practice build their confidence and skills, making sure they are prepared for future job requirements (Jimenez et al., 2024).

The third theme is the psychological impact of writing challenges on student confidence. Participants highlighted that writing difficulties can greatly affect students' confidence, especially when anxiety gets in the way of effective communication. Many students feel anxious about writing because they fear making mistakes, receiving negative feedback, or struggling to organize their thoughts. This anxiety can cause them to avoid writing tasks, which can hurt their academic performance. Research shows that higher writing anxiety is linked to lower writing skills. Providing structured support and confidence-building strategies can help students overcome these fears and improve their writing (Russian & Wati, 2021). Additionally, self-efficacy plays an important role in students' psychological health and how they handle writing challenges. When students believe they can write well, they tend to face writing tasks with more motivation and resilience. On the other hand, low self-efficacy can lead to frustration and self-doubt, which can slow down academic progress. Studies show that graduate students with higher confidence in their writing and reading are more engaged and less exhausted. This highlights the need for educators to include self-efficacy-building strategies in academic programs to help students develop a positive attitude toward writing and improve their overall well-being (Jonas & Hall, 2022).

In addition, Self-Directed and Collaborative Strategies for Writing Improvement emerged as the fourth theme under insights. This theme highlights the need of empowering students through deliberate and systematic procedures. The participants emphasized the value of employing a variety of techniques to improve writing abilities and confidence. They

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think that lesson planning that incorporates strategic learning strategies can greatly improve students' readiness for professional communication in the HRM industry. In addition to addressing each student's unique learning gaps, these tactics help children become more resilient and motivated. Sopari endorses this strategy, emphasizing the need of cultivating strategic learning competencies to prepare students for long-term academic and professional success as well as successful language acquisition (Sopari, 2022). Besides, digital tools and collaborative platforms can really help students improve their writing and gain confidence. Methods like error analysis and peer review let students work actively on their writing while receiving helpful feedback. These approaches address each student's individual challenges and also increase their motivation and resilience, preparing them for professional communication in HRM. Research on digital learning and collaborative writing shows how effective these methods are (Manipatruni et al., 2024).

Moreover, under insights, the fifth theme that emerged was Tailoring English Curriculum to Enhance Professional Communication, emphasizing the significance of matching language education to the particular communication requirements of the HRM industry. The need to revamp the program to emphasize practical language use, like business writing, professional communications, and report generation was acknowledged by the participants. With this method, students are expected to be professionally equipped for interactions in the actual world of the business in addition to being linguistically proficient. Learning can be made more relevant and interesting by adjusting the curriculum to match the real-world communication scenarios that students will encounter. Takács and Czar's findings, which highlight the importance of including professional communication skills into English for Specific Purposes to better prepare students for their future employment, are consistent with this conclusion (Takács & Czar, 2021). Also, aligning the English curriculum with the communication needs of the HRM industry helps students develop language skills and practical business communication skills. By adding business writing, professional correspondence, and report writing, the teachers could better prepare students for actual working environments. In fact, this motivating and relevant view illustrates why English for Specific Purposes certainly must be taught differently. The research corroborates that there is a need for languages to be modified based on the requirements of that language in professional settings (Shalash, 2024).

Research Question No. 3: Based on the results, what syllabus can be proposed as essential program to develop the language proficiency of the students?

Based on the findings, writing emerged as the weakest and most challenging skill among the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) students. In response to this, the researchers recommend the implementation of a skill-based syllabus focused on writing as a targeted intervention to address the identified needs in written communication of the students.

The Skill-Based Syllabus is designed around the development of the four core language skills, listening, speaking, reading, and writing with special emphasis on the areas where students show the greatest need. Rather than focusing on grammar rules or vocabulary in isolation, this syllabus emphasizes practical skill development, enabling students to function more effectively in academic, professional, and real-life contexts.

Importantly, this syllabus is unstructured by design and intentionally flexible, which allow for continuous modification based on the progress, needs and contextual demands of the learners. The unstructured nature means it does not strictly follow a linear sequence of topics; instead, it encourages adaptive teaching and learning. Lessons and activities may be re-ordered, supplemented, or replaced depending on observed challenges or opportunities for deeper learning.

This flexible framework enables educators to personalize instruction, offer remedial sessions, or integrate emerging workplace communication trends without being constrained by a rigid curriculum. Furthermore, students are exposed to varied writing tasks that simulate real-world professional demands, such as drafting proposals, writing incident reports, or composing employee evaluations which are all essential for human resource management roles.

This recommendation stems from the observed low performance in writing proficiency, emphasizing the urgent need for a skill-based syllabus that is both responsive and dynamic. Such a syllabus, while unstructured and adaptable, actively engages students in meaningful, relevant, and functional writing tasks rooted in real-world applications. It not only fosters the development of technical writing skills but also enhances students' confidence, critical thinking, and professional communication abilities. Ultimately, the aim is to prepare BSBA-HRM students to write clearly, accurately, and effectively across diverse academic and business contexts.

CONCLUSION

Based on the findings of the study, it can be concluded that the level of language proficiency among Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) students in terms of their four macro skills are as follows; their listening skills falls at a satisfactory level, their speaking skills was also at a satisfactory level. On the other hand, the other two skills writing and reading were at a fairly level, with writing garnering the lowest mean. These results indicate that while students demonstrate moderate competence in receptive and oral communication skills, they face significant challenges in literacy-based competencies, particularly in writing.

Furthermore, qualitative insights gathered through in-depth interviews with selected participants revealed key themes that reflect the experiences and perspectives of the students on their language proficiency. The following themes emerged: Evaluating the Level of Writing Proficiency, Understanding Student's Struggles, Psychological Impact of Writing Challenges on Student Confidence, Self-Directed and Collaborative Strategies for Writing Improvement, Tailoring

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English Curriculum to Enhance Professional Communication and

In light of these findings, the researchers recommend the adoption of a skill-based syllabus. This approach emphasizes the systematic development of specific language skills, particularly writing, through practical and goal-oriented tasks. While skill-based in nature, the syllabus is intentionally unstructured and modifiable, allowing for flexible adaptation to students' evolving needs and classroom contexts. By focusing on real-life academic and professional writing activities, this approach directly addresses the challenges faced by Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) students. It provides meaningful opportunities to enhance writing competence, build confidence, and support overall language proficiency in contexts relevant to their field.

RECOMMENDATION

In response to the findings of this study, the researchers recommend the implementation of a skill-based syllabus specifically designed to address the language proficiency needs of Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) students. Since writing emerged as the weakest area among the students, targeted interventions must be prioritized to develop and strengthen their writing proficiency.

The proposed skill-based syllabus focuses on practical, real-world applications of the four core language skills, listening, speaking, reading, and most especially writing to ensure that students are equipped to communicate effectively in academic and professional contexts. Rather than adhering to a rigid or strictly linear curriculum structure, this syllabus is intentionally unstructured and flexible, allowing for adaptive teaching and learning strategies that respond to students' evolving needs and performance levels.

Furthermore, it is recommended that the implementer of the syllabus be granted the autonomy to modify, adjust, or supplement the content and sequence of activities as deemed necessary. This ensures that the instruction remains relevant, engaging, and aligned with the learners' proficiency levels, as well as the dynamic demands of business communication. By doing so, educators can personalize instruction, reinforce weak areas, and better prepare students for the communicative tasks required in their future roles as HRM professionals.

In conclusion, the implementation of a modular, skill-based, and modifiable syllabus offers a more learner-centered, responsive approach to language instruction, particularly in writing, and is recommended as a strategic and sustainable intervention to enhance the communicative competence of BSBA-HRM students.

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AUTHORS' NOTE

The study used a researchers made test questionnaire to gather data and information as to the current level or status of the students' language proficiency concerning the four macro skills including reading, writing, speaking, and listening. This questionnaire is vital as it served as the basis for the present situation analysis of the students who are the respondents and participants of the study. Also, this test questionnaire underwent a validation process which includes the checking of its content and construct reliability. In addition to this, the output of the study is course syllabus which is a specialized curriculum for language teaching based on the results and findings of the study. However, due to the limited number of words to be included in the study, these important documents are not included. Meanwhile, if you wish to ask for a copy of the test questionnaire and specialized syllabus, feel free to contact the researchers at their specified email address given above of this article. Thank you.