

Competency of Office Administration Graduating Students in a State University

Nonette Antipuesto¹, Jeffrey I. Derecho², Genine L. Ellama³, Nexie V. Guilaran⁴, Carla G. Nava⁵, Joyfe G. Quingco⁶, Camille V. Timbad⁷
^{1,2,3,4,5,6} Carlos Hilado Memorial State University- Fortune Towne Campus, Philippines.

Abstract

This research determines the competency of forty graduating office administration students in a state university. The descriptive-comparative research utilizes a survey questionnaire for data gathering and the mean, t-test, and one-way analysis of variance for analysis and interpretation. The results showed that the respondents have a high to very high level of competency in the areas of administrative work, technical skills, and ethical values. The respondent rated their competency as good. Additionally, the graduating office administration students meet the high technical standard required by an office administration program indicator. Notably, the findings reveal that regardless of the respondents' average monthly family income, school academic strand, or type of school they graduated from, they tend to exhibit the same level of competency. Graduating students demonstrate high competencies specific to administrative work, technical skills, and ethical values. Overall, the Office Administration program outcome stipulated in the Commission on Higher Education Memorandum Order No. 19, series of 2017 was successfully met. It is certain that they are ready to face the industry after graduation.

Keywords: administrative works, descriptive, ethical values, office administration program, state university, technical skills

Date of Submission: 22-11-2023

Date of acceptance: 06-12-2023

I. INTRODUCTION

Competencies are vital for equipping students with the knowledge, skills, and attitudes they need to navigate their learning, living, and working journeys successfully. They can be interpreted as the underlying characteristics in an individual to achieve superior performance. Competencies include knowledge, work-related skills, and other skills needed. The aspects of competence are knowledge, skills, attitudes, self-concept, values, and self-motivation/motivation. Competencies in the industry can be interpreted as individual characteristics related to the criteria of a particular job. Competence is behavior that can arise when personal competence is below the standards required in certain situations, especially in the workplace. Educational programs as a place to study should be watching the gap between the existing competencies with industrial needs.

The Commission on Higher Education (CHED) spearheaded the paradigm shift in the Philippine educational setting and implemented competency-based standards and outcomes-based education. This approach provides ample space for higher educational institutions (HEIs) to innovate in the curriculum in line with the assessment of how to achieve learning outcomes in their particular contexts and respective missions. Program indicators indicated that students, after being with the program for three to four years, had acquired necessary competencies like planning and scheduling meetings and events, demonstrating good team-working and management skills, communicating effectively with fellow workers and stakeholders both orally and in writing, receiving and relaying communications promptly, etc. Students exhibiting these competencies can now be fielded and contribute to their field or discipline. The BSOA curriculum is designed to support aspiring office professionals in developing the appropriate entry-level technical competence, professional skills, values, ethics, and attitudes to complete their studies with successful practical experience and pass the Civil Service Commission (CSC) Professional Examination. It covers all significant areas required for an office administration professional course (Article V, Section 8) [1].

The researchers conducted this study to determine the extent of competency of BSOA graduating students based on program performance indicators released by the CMO 19 series of 2017. It provides quality education and services that satisfy students, thereby producing world-class professionals through continually improving all its programs. It is imperative to know if the graduating students better respond to the needs of the industry. This study would benefit the office administration field because of its novelty and to the academe as it will contribute to the pool of knowledge through the generated results or findings. The proposed action plan will

serve as a reference for the academic personnel in crafting proposals and innovative interventions to improve the program.

II. REVIEW OF RELATED LITERATURE

This chapter is the representation of literature and studies from foreign and local authors which may have a direct and indirect bearing on the study at hand relevance to present studies will give a big picture of why these literature and studies are used.

2.1 Administrative Works

Page et al. (2017) cite the growing perception among office administration students that they should have some say in the government's initiatives and policies. Cite the growing perception among office administration students that they should have some say in the government's initiatives and policies. Planning, organizing, directing, coordinating, and controlling government operations are its specific components. Every country has office administration, regardless of their form of government. At the central, intermediate, and local levels, office administration is practiced across national boundaries. Indeed, a developing issue in public administration is the interactions between various governmental levels within a single country. The curriculum arrangements for administration studies are primarily based on the work that administrators do to support people in various industries, contexts, and professions. The study's research objectives were to determine the qualities that are deemed appropriate for performing office management tasks. It was possible to determine the qualities that graduating students need in order to perform well in the workforce by applying the Legitimizing Code Theory's Specialization dimension [2].

The Bachelor of Science in Office Administration program teaches students how to work independently without onsite supervision, as per CMO 19 Series of 2017. Outcomes-based teaching and learning, along with contemporary methods of curriculum delivery that will expose students to the real world of administrative professional tasks like simulation and cooperative education internship in office systems, are used to ensure teaching effectiveness and the achievement of the goals and objectives of BSOA [1].

Students who were graduating or in their third year of study also received a survey from Harris (2015). Based on the results, it can be concluded that graduating students who underwent on-the-job training, or OJT, strongly agreed upon general qualities like self-management, teamwork, honesty, and integrity, as well as appropriate attitudes and behavior for emerging professionals [3].

According to (Kohl & Black 2020) study on the characteristics of the administrator and office manager's field of practice, the administration students' course curriculum is primarily centered on the work that administrators do to support individuals in a variety of settings, industries, and professions [4]. The Office Administration curriculum, according to Interface Computer College (2018), offers students the opportunity to investigate the ideas and procedures that result in excellent office administrators as well as the accomplishment of both individual and organizational success. Students enrolled in the BSOA program are prepared to perform administrative, managerial, supervisory, and clerical duties. The curriculum also teaches students how to improve their keyboarding, filling, shorthand, and stenography abilities [5].

2.2 Technical Skills

In any field, but particularly in information systems due to the rapid pace of change, lifelong learning is crucial. Graduating students should be taught how to become lifelong, independent learners, claims Cederquist (2022) [6]. An essential component of an information systems degree should be teaching BSOA students how to learn. (Daniel, 2018) raised the possibility that office administration students may not be able to adjust to changes in the industry if curricula place an undue emphasis on a limited set of technical skills [7]. Furthermore, breadth (Wilton, 2012) exposes graduating BSOA students to a broad spectrum of technologies and competencies that can be applied to address business challenges. Depth is defined as having stronger skills and more domain-specific knowledge in a particular area. The field of information systems has become more in-depth in recent decades, presumably because of growing specialization [8].

According to (Sparks, 2011) Higher education institutions play a significant role in the economic development of any nation by enabling students to graduate from office administration programs with the necessary skills and productivity. Following graduation from university, industries have certain expectations regarding the skills that graduates should possess. The study looked at the abilities that employers consider hiring graduates for [9].

A study by (Wogboroma & Joy, 2021) assessed the degree to which office administration students had learned the skills necessary for self-sustainability. The study's conclusions showed that office administration students developed a passable level of self-sustainability skills. The results of the study also showed that there were no appreciable differences between the office administration students at Rivers State University and Ignatius Ajuru University of Education in terms of their ability to acquire self-sustainability-related skills. Based

on the results, the researchers concluded that students' level of self-sustainability is influenced by the skills they acquire in office administration [10].

A study by (Cuseo, 2019) discovered that expertise and adapting skills, such as technical skills, were critical for an office administrator to perform effectively and efficiently. Expertise in pertinent fields was required of the administrators, and success in the administrative capacity required both leadership and administrative abilities. The success of office administration students in the classroom could be compared to the accomplishments of administrators. Effective knowledge and expertise led to the development of administrative skill, which was one component of successful administration. In order to solve organizational problems, the office administration program placed a strong emphasis on combining sufficient and pertinent business knowledge with office information technology skills [11]. (Akessa & Dhufera, 2015) went further that the target of the program is to create hybrid administrative professionals who can meet the demands of a highly computerized, dynamic workplace [12]. In the meantime, office management has been declared by Owl Labs (2020) to be a profession that involves office supervisory positions. Office managers carry out special studies; they also offer suggestions based on the findings of these studies, and they create reports in addition to advising management on the creation of policies and procedures [13].

The study conducted by Suwandi (2022) focuses specifically on the approaches taken by various international organizations and bilateral donors in the immediate post-conflict period to establish office administration institutions in Kosovo, and how the combined actions of these organizations operating in the same space at the same time resulted in the current state of affairs in Kosovo. Development actors in Kosovo employed development assistance techniques, specifically focusing on technical assistance projects, and bringing in outside experts [14]. To do their jobs as effectively as possible, office administration students need to use a variety of skills (Pratyush et al., 2022) [15]. While different positions within an organization may call for different skill sets, a company's ability to succeed and operate efficiently in its industry is largely dependent on the roles that its employees play and the skills that they collectively possess. Some of the most crucial traits that business professionals should have in order to manage their teams and organizations successfully, particularly if they are in management positions, are technical skills. (Santos et al., 2019) proposes a more practical method for the choice and training of administrators. This method is based on what successful executives do, which is determined by their abilities to do their jobs well, rather than what successful executives are, such as their inherent qualities and attributes. In this context, a skill is understood to be an ability that can be acquired rather than one that is innate, and that shows up in performance rather than just potential. Effective action under a variety of conditions must therefore be the primary criterion of skillfulness. [16].

Stoutland (2011) asserts that office administration students who possess exceptional competencies and are competitive in the business and industry are markers of high-quality education. Although the application of quality standards can aid in the nation's economic development, it may not always result in the best possible outcome at the time of implementation [17].

According to Ottenbreit (2018), most students struggle in the Bachelor of Science in Office Administration course, despite stenography being one of the major specializations [18]. Lubbe et al., (2006) Word shortening and stroke-neighboring often require extensive investigation. Furthermore, because they are unsure of where the letter keys are, learners with poor keyboarding skills find it difficult to think clearly and type quickly. Consequently, learners must simultaneously focus on keyboarding skills, sentence construction, and the content of the learning task, overtaxing their short-term memory's limited capacity [19].

2.3 Ethical Values

According to Gilman (2005), found that accountability to the public and administration is provided by ethics. Respecting an ethical code guarantees that the industries get what they require fairly. Additionally, it provides office administration students with operational integrity guidelines that support the development of trust. Building trust makes it easier for the public to see that the administration has their best interests at heart [20]. According to (Vitello, 2021), competence refers to characteristics unique to a job or field among students studying office administration. Competency is the result of combining behavioral or personal traits (motivations, attitudes, values, and principles that are aspects of an individual's personality) with cognitive skills (technical knowledge, expertise, and abilities). Competence is defined as knowledge, skills, abilities, and mindsets that are assessed through behaviors that are demonstrated and that directly and favorably impact the success of office administration students as well as the field's future. One crucial aspect that the students must have is the values. A code of ethics for office administrators was first proposed in 1973 at the third Davos management forum. For students to understand these goals, their education must be founded on a set of values that will eventually lead them to adopt a particular way of doing things when they enter the workforce [21].

According to IGI Global (2020), identifying the goals of higher education institutions through knowledge transfer, employment requirements, and socialization—that is, education to make the student socially

responsible—satisfies ethics. It is implied by this final function that values are taught in schools. In this way, education serves to humanize the individual by allowing them to absorb values, and teaching itself has a beneficial impact [22].

The current European Higher Education Area (EHEA) process has resulted in a reform of universities, which has coincided with demands from various international institutions to assume and acknowledge their significant role in providing leaders with values education. The Leuven and Louvain-la-Neuve Communiqué (2019) and the London Communiqué (2017) both document this, recognizing the role of higher education institutions in defining and transmitting those values that serve as the cornerstones of our societies. They also state that higher education policies must be centered on maximizing each person's potential for personal growth and contribution to a sustainable democratic society, based on knowledge, which includes possessing the necessary ethical competences [23].

As the main objective of civil service, office administration students should cultivate this kind of ethics, which includes good governance for the betterment of the people (Brodersen, 2020). duty to uphold the highest ethical standards, act impartially and objectively, and be accountable and transparent in decision-making [24].

DeRosia (2010) asserts that the term "core values" refers to a broad set of characteristics that we use to evaluate an individual, profession, or organization. After considering many options and reviewing my work history, I have determined that there are five values that are critical to public administration. These principles need to be lived out every day if one is to succeed in the public sector on both a personal and organizational level. She determined that the five most important core values of public administration are transparency, accountability, ethics, professionalism, and leadership [25].

The morality toward society and organizations is one of a person's moral values. Every person is shaped by their educational institution. Thus, it is crucial that they receive the necessary training to develop those traits. A business student must unavoidably possess ethics. The citation summaries above illustrate the potential and significance of incorporating moral values into curriculum updates. Additionally, students must participate in creating their syllabus while the curriculum is being updated for them to voice their demands and affirm the issues with the current system of education (Thomas, 2021) [26].

2.4 Competency as to Profile Variables

According to the study by (Gobena, 2018), family income did not bring anything new to students' academic achievement [27]. This supports the claim of (Martilla & James, 1977) that a parent's financial status vis-a-vis the student's academic grade points showed no significant variation in the children's mean percentage scores for the parents with high, medium, and low-income levels. This may indicate that students' academic achievements are relatively the same irrespective of whether their parents are in the high, medium, or low-income levels [28]. According to the 2021 Family Income and Expenditure Survey of the Philippine Statistics Authority, the family poverty threshold of Filipinos is as follows: Poor - with a family income of less than ₱9,100; Low income (but not poor) - between ₱9,100 to ₱18,200; Lower Middle Class - Between ₱18,200 to ₱36,400 [29]. A family with low income but not poverty means that they were below the minimum wage of their region but not necessarily poor since the poor are defined as those below the poverty threshold (Albert et al., 2020) [30].

However, (Mishoe et al., 2019) asserted that employment opportunities and individual choices are to blame for the misalignment [31]. According to (Pascarella et al., 2008), respondents typically select their courses based on what they are interested in doing for a living after graduation. In addition, future job and financial issues pertaining to their former Senior High School tracks [32].

This result is consistent with a study by Rafanan (2020), which found that senior high school students prepared for college by figuring out what their true interests were and what courses would suit them best. The study also found that senior high school courses have nothing to do with the courses that students take in college. Both excellent private and public schools exist. Selecting the school that best fits your child is ultimately what counts, as well as the entire family [33]. Students in private schools perform better than those in public schools for two reasons, according to Frenette and Chan (2015): private schools are better at engaging students academically, and private schools enforce discipline more consistently. Although they receive no government funding, private schools use the same curriculum as public schools. The size of private classes is smaller than that of public ones. Furthermore, the resources and facilities of private schools are typically far superior. Nevertheless, Hudson thinks that selecting a school that will give the general public a strong educational foundation for future academic, professional, and personal success is more crucial than picking a public or private institution. In order to best meet each student's individual needs, the school must also have highly qualified teachers and smaller class sizes [34].

III. METHODOLOGY

3.1 Research design

The study used descriptive-comparative research. A descriptive comparative research design serves to describe differences between groups in a population without any manipulation (Cantrell, 2011)[35].

The research aimed to determine the competency of Office Administration graduating students in a State University. A written survey was used to collect the data from the respondents. A descriptive-comparative research design was used in this study to determine the extent of competency among graduating office administration students in the aspect of administrative work, technical skills, and ethical values. Moreover, the profile variables were used to determine if significant difference exists on the extent of participant's competency.

3.2 Participants

The participants in this study were the graduating students of a State University for 1st Semester Academic Year 2022-2023. The respondents conducted the competency assessment of Office Administration graduating students divided proportionally among graduating students.

The sample size was determined using Yamane's Formula to get the accurate number of students desired to be respondents to the study. There were 65 graduating Office Administration students as of 1st Semester in the academic year 2022–2023, given the margin of error of 0.05. The computed sample size and the number of graduating office administration students as respondents to the study were 40.

In selecting the respondents, simple random selection was used. According to Thomas (2022), in simple random sampling, the researcher randomly selects a subset of participants from a population. Each member of the population has an equal chance of being selected. The respondents are chosen using the draw-lots method, and the data is collected from as large a percentage as possible of this random subset [36].

3.3 Research Instrument

To get the appropriate data needed for the study, the two variables in the questionnaires were taken from CMO 19 s. 2017 based on program performance indicators, and the one variable was a research-made questionnaire.

The questionnaire is the most common research instrument appropriate enough to help the researchers ask questions and easily obtain data. The questionnaire was composed of two parts. In part 1, the researcher asked for the profile of the participants, such as the average monthly income, academic strand, and type of school SHS graduated from. Part 2 determined the extent of competency of Office Administration graduating students of a State University, in the aspect of administrative competence, technical skills, and professional values. The questionnaire was answerable with a 5-point Likert scale as follows:

Numerical Ratings	Description	Verbal Interpretation
5	Very High	Perform these works/skills/values all the time
4	High	Perform these works/skills/values most of the time
3	Moderate	Perform these works/skills/values sometimes
2	Low	Perform these works/skills/values rarely
1	Very Low	Perform these works/skills/values never

In this study, the researcher-made questionnaire was subjected to content validation. The researcher made survey questionnaire were presented to asked eight (8) experts to test the validity using the Lawshe Method, which was evaluated by identifying each question as "essential," "useful but not essential," or "not necessary." Initially, the researcher-made questionnaire included fifty (50) questions. After the validity test, only forty-four (44) questions were marked as "essential" in the final questionnaire. The content validity ratio of the questionnaire achieved a score of 0.875, which means that the researcher-made questionnaire is deemed valid by the validators.

The reliability of the instrument was also established right after it was validated. For the test to be reliable, the researchers distributed the questionnaires to 20 students who were not part, the participants in the final administration of survey questionnaire. With this method, the respondents answered the questions in the questionnaire. The reliability test was interpreted using Cronbach's Alpha (α). The reliability result was electronically processed and obtained 0.97, indicating that the instrument developed was highly reliable.

3.4 Data gathering procedures

After validity and reliability was established, the research instrument was the researchers formally wrote a letter to the Dean of the State University asking for consent to conduct the study. After the request was granted, the researchers wrote a letter to the Registrar's Office of the State University asking for the total number of students enrolled as graduating BSOA students. The survey questionnaire was administered face-to-face. The researchers included a standard consent form for the respondent's participation in the survey questionnaire. Due

to research ethics and proper confidentiality methods, the data obtained from the participants were not publicly disclosed which was stated in the informed consent form given to the study's respondents. A questionnaire was distributed using printed questionnaires, answered, collected, and tallied using computer software to achieve the study's objectives.

3.5 Data Analysis

The gathered data were analyzed using various statistical tools. The procedure consists of three (3) parts, as follows; 1) to determine the profile of the student respondents; percentage and frequency of distribution were used;

2) To determine the extent of the competency of graduating office administration students at the State University, the mean used and interpreted as follows:

Mean	Description	Interpretation
4.51-5.00	Very High	Perform these works/skills/values all the time
3.51-4.50	High	Perform these works/skills/values most of the time
2.51-3.50	Moderate	Perform these works/skills/values sometimes
1.51-2.50	Low	Perform these works/skills/values rarely
1.00-1.50	Very Low	Perform these works/skills/values never

3) To determine the significant difference in the extent of the competency of Office Administration graduating students when grouped according to average monthly income and type of school graduated, T-test was used. For the academic strand, ANOVA was used.

3.6 Data Trustworthiness

As stated by Lincoln and Guba (1985) cited in Stahl & King. The four general criteria are used by to determine what constitutes trustworthiness. Credibility, transferability, dependability, and conformability are these attributes. We take into account each of these elements and incorporate viewpoints from various writers who have written about reliability in qualitative research[37]. The data was collected over an extended period of time, and precise guidelines for data analysis and validation were followed. The strategy and procedure were clearly laid out and discussed in detail. Those details are supported by information from the interviewee's.

3.7 Ethical Consideration

The following ethical guidelines were carefully considered and implemented throughout the research period:

The researchers informed the participants about the topic, the respondents, and the purpose of this study, ensuring that all possible risks of harm were disclosed to participants before the study to get informed consent.

Participants were free to choose without any pressure or coercion. They can withdraw from or leave the study at any point without feeling obligated to continue. They need not provide a reason for leaving the study. It was clear to the participants that there would be no consequences or repercussions for their refusal to participate. The researchers would be honest and trustworthy when collecting the data gathered. Research confidentiality, anonymity, and privacy were observed in the conduct of the study. Participants' identities were kept confidential; they were free to check their responses after answering the questionnaire and whatever answers were gathered would be used only for academic purposes. The researchers would protect the personal information and identity of the participants.

IV. RESULTS

The extent of competency of graduating BSOA in terms of administrative work, technical skills, and ethical values was high, which means that they meet all the standards of an office administration based on program indicators released by the cmo19 s. 2017. It states that there is no significant difference in the extent of competency of office administration graduating students in a state university when grouped according to average monthly family income, Senior High School Academic Strand, and Type of school during Senior High School.

Average Monthly Family Income		
9,000- below	16	40
10,000- above	24	60
Total	40	100
SHS Academic Strand		
ABM	16	40
HUMSS	10	25
STEM	3	7.5
TVL	8	20
GAS	3	7.5
Total	40	100
Type of school during SHS		
Public	14	35
Private	26	65
Total	40	100

4.1 Profile of the Respondents

Table 4.1 Profile of the Respondents

Table 4.1 presents the respondents' profiles. Frequency distribution and percentage count were used as tools. The description of the profile of the respondent includes their average monthly family income, academic strand, and type of school during senior high school.

In terms of average monthly family income, the majority (60%) of respondents received an average monthly family income of less than 10,000 and above per month. This implies that the graduating students belong to the family with low income (but not poor) category. According to the 2021 Family Income and Expenditure Survey of the Philippine Statistics Authority, the family poverty threshold of Filipinos is as follows: Poor - with a family income of less than ₱9,100; Low income (but not poor) - between ₱9,100 to ₱18,200; Lower Middle Class - Between ₱18,200 to ₱36,400. Family with low income but not poor are under the minimum wage of their region but they are not necessarily poor since the poor as those below the poverty threshold Php 12,030 per month for a family of five (Albert et al., 2020) [30].

When grouped according to the type of senior high school strand, 40% of the graduating BSOA students were from the Accountancy, Business Management (ABM), while 7.5% were from the Science, Technology, Engineering, and Mathematics (STEM) and General Academic Strand (GAS) strands, respectively. This implies that a good number of respondents are vertically align their senior high school strand to the program they chose during the tertiary level. However, aggregated data also shows that 60% were from other strands, which, according to the study by (Mishoe et al., 1993), the misalignment is due to personal choice and job opportunities [31]. (Santos et al., 2019) added that respondents tend to choose their course based on their interests in their future profession and future financial and employment matters in connection to their previous Senior High School strands [16].

In terms of the type of school during senior high school, the public classification attained a percentage of 35.0 while private garnered a percentage of 65.0. This implies that many of the graduating BSOA students come from private schools for their senior high school. According to the (Pascarella, 2008), private school students outperform public school students for two reasons: private schools more successfully engage students academically, and private school discipline is more consistently enforced. Private schools are privately funded, but they still follow the same curriculum as public schools. There are private classes that are smaller than in public schools with the facilities and resources are usually much better. However, whether you choose a public or private school, Hudson believes that the most important factor is finding a school that will provide you with a solid educational foundation for future academic, career, and personal success. It is also important to ensure that the school has well-qualified teachers and smaller class sizes to cater best to students' unique academic and personal strengths and weaknesses [32].

4.2. Extent of Competency of Office Administration Graduating Students

Table 4.2 Extent of Competency of Office Administration Graduating Students

Variables	Mean	Interpretation	Standard Deviation
Administrative Works	4.03	High	0.58
Technical Skills	3.89	High	0.60
Ethical Values	4.46	High	0.48
Grand Mean	4.13	High	0.55

Legend: 4.51-5.00 Very High; 3.51-4.50 High; 2.51-3.50 Moderate; 1.51-2.50 Low; 1.00-1.50 Very Low

Table 4.2 shows the extent of competency of office administration graduating students in terms of administrative work, technical skills, and ethical values is high ($M=4.13$, $SD=0.55$). This means that the respondents perform these works, skills, values most of the time. These explain that the faculties of BSOA were able to teach the students what is being required by CHED CMO 19 series of 2017.

The grand mean score of 4.13 and SD of 0.55 manifests that their extent of competency is high. This implies that they are ready to face the industry after graduation; hence, the results indicate that the skills, works, and ability they exhibit meet all the standards of an office administration based on program indicators released by the CMO19 s. 2017.

Specifically, ethical values ($M=4.46$; $SD=0.48$), interpreted as high, attained the highest mean score among the three indicators. This means that office administration graduating students most of the time perform the ability of the ethical values; the result of the survey shows implies that the office administration graduating students acquired or meet the ethical values of an office administration. According to (Hernando, 2018) the ad-hoc questionnaire captured the maintenance of high ethical values in our college students, which may be directly related to enhance social desirability. The scores obtained on the questionnaire were correlated with the students, which may indicate that values might tend to acquire progressively more importance as students grow older. Further research is warranted to delve deeper on the determinants of professionalism and ethical decision-making in college students [38].

Moreover, technical skills ($M=3.89$; $SD=0.60$), interpreted as high, attained the lowest mean score among the mentioned indicators. The result only means that office administration graduating students though most of the time, perform the skills of office administration based on program indicators; there are specific skills that need to improve. The changing and expertise skills like technical skills represented essential skills for efficient and effective performance in operations. According to (Akessa & Dhufera, 2015), expertise in pertinent fields was required of the administrators, and success in the administrative capacity required both leadership and administrative abilities. The success of an administration in the classroom could be measured by the accomplishments of the administrators. Effective knowledge and expertise led to the development of administrative skill, which was one component of successful administration [12].

4.3. Extent of Competency of Office Administration as to Administrative Works

Table 4.3 Extent of Competency of Office Administration as to Administrative Works

	Mean	Interpretation	Standard Deviation
1. Provide general administrative to secretarial executives for Office Professionals.	4.03	High	0.73
2. Coordinate office management activities like planning, organizing, staffing, and directing.	4.08	High	0.69
3. Manage office communication well.	4.13	High	0.65
4. Exhibit acceptable human relations in diverse environment	4.13	High	0.72
5. Prepare business letters, memoranda, and reports using proper formatting, grammar, spelling and punctuation.	4.03	High	0.8
6. Disseminate directives instructions and assignments to executives on time.	4.08	High	0.69
7. Maintain procedures manual to ensure consistent performance routine	4.03	High	0.73
8. Prepare comprehensive strategic business plan	3.93	High	0.86

9.	Apply appropriate quantitative tool to address a business case problem	3.88	High	0.79
	Area Mean	4.04	High	0.74

Legend: 4.51-5.00 Very High; 3.51-4.50 High; 2.51-3.50 Moderate; 1.51-2.50 Low; 1.00-1.50 Very Low

The table 4.3 shows the extent of competency of office administration graduating students in administrative works. The respondent rated their competency in administrative works as an office administration using a 5- point scale: (1) Low (2) Very Low (3) Moderate (4) High and (5) Very High. Mean scores were used for analysis and interpretation.

Data showed that all of the respondents gave themselves a good rating in administrative works with the *grand mean* of 4.04 and *standard deviation* of 0.73. This implies that office administration graduating students acquire the standards of administrative skills of an office administration program indicator. Specifically, the highest mean score was the statement question No. 3, which is *managing communication well*, and in question No. 4, which *exhibits acceptable human relations in a diverse environment* with a *mean score* of 4.13, interpreted as *high*. This result showed that most of the time, students perform the work of an administrative assistant. The findings indicate that the participants have the ability to communicate well and interact with other people in a diverse environment. The study's findings support the claim of (Suwandi, 2017) that effective communication is essential to a student's future professional success. In today's cutthroat business environment, effective communication is deemed the most desirable attribute of an educated individual. Reading, writing, and attentive listening are the three communication skills that students need to focus on the most [14].

Moreover, according to (Martilla& James, 1977), the data may also help human resource development specialists or anyone overseeing diversity programs in organizations better understand employee needs for the purpose of designing, implementing, and assessing diversity initiatives. It may also help identify initiatives to enhance the management of a diverse workforce [9]. On the other hand, the question with the lowest *mean score* of 3.88 is in question no. 9, *Apply appropriate quantitative tools to address a business case problem*, but is still interpreted as *high*. This implies that graduating students most of the time perform the administrative work in terms of appropriate quantitative tools to address a business case problem.

4.4 Extent of Competency of Office Administration as to Technical Skills

Table 4.4 Extent of Competency of Office Administration as to Technical Skills

	Indicators	Mean	Interpretation	Standard Deviation
1.	Receive and relay telephone, email and other voice communications promptly.	4.1	High	0.78
2.	Manage office records system using appropriate storage retrieval.	4.13	High	0.72
3.	Apply good telephone techniques in handling incoming and outgoing calls.	4.1	High	0.78
4.	Work effectively and independently in multi-disciplinary and multi-cultural team.	4.03	High	0.8
5.	Stay focus and completing task on time.	4.2	High	0.65
6.	Edit correspondence, reports, drafts, memos, and email.	4.13	High	0.69
7.	Manage social media and digital marketing.	4.08	High	0.76
8.	Assist in resolving administrative problems.	3.98	High	0.73
9.	Prepare accurate and complete documentation of entire proceedings.	3.98	High	0.77
10.	Communicates effectively and courteously with stakeholders through e-mail, regular mail, fax, etc.	3.83	High	0.86
11.	Transcribe the dictation accurately.	3.7	High	0.85
12.	Blend the letters by combining the words into one stroke.	3.65	High	0.92
13.	Construct outlines for unfamiliar words in case in dictation.	3.7	High	0.88
14.	Outline correct combination of brief forms derivatives and phrases.	3.7	High	0.88
15.	Type faster without looking at the keyboard in 150 words.	3.65	High	0.88
16.	Type in appropriate or correct fingers.	3.85	High	0.92
17.	Take dictation and memorize stroke faster.	3.7	High	0.88
18.	Write the stroke well.	3.83	High	0.96
19.	Read faster in shorthand.	3.68	High	0.97

Area Mean 3.9 High 0.83

Legend: 4.51-5.00 Very High; 3.51-4.50 High; 2.51-3.50 Moderate; 1.51-2.50 Low; 1.00-1.50 Very Low

Table 4.4 shows the extent of Office Administration graduating students' competency regarding technical skills. The respondent rated their competency in technical skills as an office administration using a 5-point scale: (1) Low, (2) Very Low, (3) Moderate, (4) High, and (5) Very High. Mean scores were used for analysis and interpretation.

Data showed that all of the respondents gave themselves a good rating in administrative work, with a *grand mean of 3.90*. This implies that office administration graduating students acquire the high standards of technical skills of an office administration program indicator but need further attention to enhance the technical skills they need to possess as a student of office administration.

Specifically, the highest mean score is statement question No. 2, which is *managing office records system using appropriate storage retrieval*, and question No. 6, which is *editing correspondence, reports, drafts, memos, and email*, with a *mean score of 4.13*, interpreted as *high*. This finding, supported by (Cloete, 2004), describes record-keeping as one of the auxiliary tasks carried out to enhance the efficacy and efficiency of the other tasks or to enable the completion of the other tasks. This suggests that an organization may not be able to carry out its primary mission in an effective and efficient manner if its auxiliary activities are neglected. As a result, records management ought to be treated equally with other auxiliary duties since, without records, no organization can run efficiently [39].

The question with the lowest *mean score* of 3.65 is question no. 12, *blend the letters by combining the words into one stroke*; and no. 15, *type faster without looking at the keyboard in 150 words*, but still interpreted as *high*. As a result, graduating students frequently demonstrate the skills required of an office administrator. According to (IGI Global, 2020), Most students find the Bachelor of Science in Office Administration course difficult to handle, despite the fact that stenography is one of the major specializations. Words that are shortened and strokes that are adjacent to one another typically require extensive investigation [22]. In addition, incompetent keyboarders hinder students' ability to think clearly and type quickly because they don't know where the letter keys are located (Pratyush et al., 2022). As a result, learners are overtaxing their short-term memory due to the simultaneous demands of focusing on keyboarding abilities, sentence construction, and the subject matter of the learning task [15].

4.5 Extent of Competency of Office Administration as to Ethical Value

Table 4.5 Extent of Competency of Office Administration as to Ethical Value

	Indicators	Mean	Interpretation	Standard Deviation
1.	Honest in all communications and actions.	4.3	High	0.79
2.	Complete tasks on time.	4.23	High	0.8
3.	Tactful in considering other people's feelings and reactions.	4.48	High	0.6
4.	Punctual in submitting with all the given tasks	4.35	High	0.62
5.	Motivated to learn and study well to achieve my goals in life	4.48	High	0.6
6.	Demonstrating integrity by citing the work of others in their assignments.	4.45	High	0.64
7.	Willing to adapt to any unexpected changes.	4.58	Very High	0.5
8.	Patient in finding solution to the problem.	4.55	Very High	0.6
9.	Flexible in dealing with unforeseen situations.	4.3	High	0.69
10.	Resourceful enough to create useful and unique solutions in challenging situations.	4.45	High	0.68
11.	Obey the laws, rules and regulations.	4.5	High	0.6
12.	Diligent in performing tasks from start to finish.	4.48	High	0.64
13.	Courteous and kind in my interactions with other people.	4.53	High	0.6
14.	Loyal in implementing a strong sense in one's work.	4.65	Very High	0.48
15.	Practicing time management by organizing and planning how to divide my time between different activities.	4.5	High	0.6
16.	Self-disciplined to stay motivated, and take action, regardless of how I feel physically or emotionally.	4.57	Very High	0.6
	Area Mean	4.46	High	0.63

Legend: 4.51-5.00 Very High; 3.51-4.50 High; 2.51-3.50 Moderate; 1.51-2.50 Low; 1.00-1.50 Very Low

Table 4.5 shows the extent of competency of office administration graduating students as to ethical values. The respondent rated their competency in technical skills as an office administration using a 5- point scale: (1) Low, (2) Very Low, (3) Moderate, (4) High, and (5) Very High. Mean scores were used for analysis and interpretation.

Data showed that all of the respondents gave themselves a good rating in administrative works, with a *grand mean* of 4.46. This implies that office administration graduating students meet the high interpretation of ethical values that they need to possess as an Office Administration.

Specifically, the highest mean score is statement question No. 7, which is *willing to adapt to any unexpected changes* with a *mean score* of 4.58, interpreted as *very high*. This finding is supported by (DeRosia, 2010). The ability and willingness to adjust to a changing work environment, tasks, responsibilities, and other people's behavior were the parameters of adaptability in this study [25]. According to Brodersen (2020), an employee's willingness to adapt is characterized by their positive behavioral intent when it comes to implementing changes in the departmental or organizational structure, work culture, or work methods. This leads to their efforts to support or expedite the change process. This study also demonstrates that professionals' adaptability is the primary component of sustainable performance. It turns out that adaptability is critical to both individual and group performance [24].

On the other hand, the question with the lowest *mean score* of 4.3 is question no. 1, *Honest in all communications and actions*, and question no. 9. *Flexible in dealing with an unforeseen situation*, which is interpreted as *high*. As a result, graduating students engage with the ethical values that office administration tends to possess. In accordance with (Page et al., 2017) integrity ought to be the cornerstone of all communications in the workplace. Being truthful fosters trust with clients, coworkers, and authority figures alike. The things you do matter just as much as the words you write or say. In addition to helping you and others see and address any cracks that may develop at the nexus of authority, power, and cooperation, honest communication fosters trust. When there is dishonesty, communication loses its fundamental function [2]. Additionally, (Youngsang et al., 2018) can handle situations where things don't go according to plan and can adapt to accommodate unforeseen circumstances. A company's capacity to promptly react and adjust to unanticipated, exceptional circumstances can determine its fate in trying times. Regarding workers, flexibility in the workplace has evolved from a luxury to a necessity for many top job seekers [40].

4.6. Difference on the extent of Competency as to Average Monthly Family Income

Table 4.6 Difference on the extent of Competency as to Average Monthly Family Income

	M	f	df	p-value
<i>Average Monthly Family Income</i>				
9,000- below	4.3	1.92	38	0.063
10,000- above	4.01	2.03	37.24	0.050
<i>Type of School during Senior High School</i>				
Public	4.13	-001	38	.999
Private	4.13	-001	26.87	.999

Legend: *p-value* <05 significance level

Table 4.6 presents the test results and the difference in the extent of competency as to average monthly family income. The results revealed that there is no significant difference in the extent of competency when grouped according to average monthly family income. It shows the independent sample t-test result.

The test result of 1.672 and the *p-value* of .063 indicate that there is no significant difference at the 0.05 level. The *mean* scores were 4.30 and 4.01, respectively, with a degree of freedom of 38. Hence, the null hypothesis is accepted, stating that there is no significant difference in the extent of competency when respondents are grouped according to average monthly family income. According to the study by (Mishoe et al., 1993), family income did not bring anything new to students' academic achievement [31]. This supports (Magsino, 2020) claim that a parents with high, medium, and low income levels did not significantly differ in their children's mean percentage scores when compared to the students' academic grade points based on their financial status. This could suggest that regardless of their parents' income level—high, medium, or low—students achieve roughly the same academic goals. However, there is a disparity in the level of proficiency depending on the kind of senior high school [41].

The results revealed that there is no significant difference in the extent of competency when grouped according to the type of school during senior high school. It shows the independent sample t-test result. The test result of .88 and *p-value* of .999 indicate that there is no significant difference at the 0.05 level. The mean scores were 4.1282 and with a degree of freedom of .38. Hence, the null hypothesis is accepted, stating that there is no significant difference in the extent of competency when respondents are grouped according to the type of school during senior high school. According to (Santos, 2019), although they receive private funding, private schools use the same curriculum as public schools. The public and private schools are both excellent. Selecting a school that works best for the child and the family is ultimately what counts most[16].

4.7 Difference on the extent of Competency as to SHS Academic Strand

Table 4.7 Difference on the extent of Competency as to SHS Academic Strand

	M	f	df	p-value
SHS Academic Strand	4.89	2.363	4	0.072
	0.207		35	

Legend: p-value <05 significance level

Table 4.7 presents the test results of significant differences in the extent of competency as to SHS Academic Strand. The Analysis of Variance (ANOVA) test result of the highest mean score of 4.59, which is the General Academic Strand (GAS) and the lowest mean score is Science, Technology, Engineering, and Mathematics (STEM) with a ratio of 3.48, respectively, with a ratio of 2.363, degree of freedom of 4 and 35, and p-value of 0.72. The null hypothesis is accepted, stating that there is no significant difference in the extent of competency when respondents are grouped according to Senior High School Academic Strand. According to (Caballes et al., 2022) the Senior High School curriculum gets the next generation ready for the workforce and helps them overcome obstacles. It is thought that the graduates' alignment with the secondary school strand and the college course they wish to pursue will determine how successful this endeavor is. Nonetheless, there is a discernible circumstance where students enroll in college courses unrelated to their senior high school track or strand [42].

V. CONCLUSION

The Office Administration graduating students belong to the family with low income but not a poor category. They are products of private senior high schools and have a good orientation in accounting, business, and management areas.

Moreover, the high competency result indicates that the curriculum equips the students with the necessary knowledge and exposure to do prospective administrative and clerical work. The possessed technical skill prepares them to respond to the needs of the contemporary office. Likewise, with sound ethical values, graduating students are well prepared to deal with people in a diverse corporate environment. Correspondingly, the learning and training outcomes are achieved in the same manner hence regardless of their family income, type of school attended, and academic strand during senior high school, the competency is on a parallel level. Overall, the Office Administration program outcome stipulated in the Commission on Higher Education Memorandum Order No. 19, series of 2017, is successfully met. They are certainly ready to face the industry after graduation.

REFERENCES

- [1]. Comission on Higher Education. (2017). Article V Section VIII Curriculum Description. pp.9Page, E. C., Mosher, Frederick C. and Chapman, Brian (2017, September 15). Public Administration. Encyclopedia Britannica
- [2]. Harris, F. Y. (2015). A Quantitative Study of Selected Predictors of Job Tenure, Job Satisfaction, and Satisfaction with Job Promotion Opportunity, Dissertation, Capella University.
- [3]. Kohl, K., & Black, J. (2020). 9. Languages at work. In Open Book Publishers (pp. 203–222)Interface Computer College (2020). CHED Programs BS Office Administration.
- [4]. Cederquist, S., Fishman, B. J., & Teasley, S. D. (2022). What’s missing from the college transcript?In Advances in higher education and professional development book series (pp. 234–253)
- [5]. Daniel, P. (2018). Insights into Why Some Office Administration Students are not Learning to Touch-TypeWilton, N. (2012). The impact of work placements on skills development on a graduatin student. International Small Business Journal, 25(5), 479–510.
- [6]. Sparks, E. (2011).Expectation for Universities and Colleges in a Global EconomyWogboroma, N. & Joy A. (2021). Entrepreneurial Accounting Skills Acquisition for Self-Sustainability by Postgraduate Business Education Students in Rivers State.
- [7]. Cuseo, J. (2016). "Student Success: Definition, Outcomes, Principles and Practices." Excerpt From "The Big Picture" Newsletter published by the National Resource Center for the First-Year Experience & Students in Transition, University of South Carolina.
- [8]. Akessa, G.M., & Dhufera, A.G. (2015). Factors that Influences Students Academic Performance: ACase of Rift Valley University, Jimma, Ethiopia.
- [9]. Owl Labs (2020). What is office management? Here’s everything you need to know.

- [10]. Suwandi, S., Hanafiah, H., Iriantara, Y., & Sulastini, R. (2022). Dual Based Assessment in Improving the Quality of Skills at the Center of Excellence. *International Journal of Educational Research & Social Sciences*, 3(4), 1701–1707.
- [11]. Pratyush B., Gupta, R., & Gaur, J. (2022). Vocational mindset perspective for supporting graduate employability: a mixed-method investigation. *Journal of Vocational Education & Training*.
- [12]. Santos, J., Blas, L. C., Panganiban, A. J., Reyes, K. M., & Sayo, J. C. (2019). Alignment of senior high school strand in college course. *Social Science Research*.
- [13]. Stoutland, S. E. (2011). How students are making it: Perspectives on getting through College From recent graduates of the Boston Public Schools. Boston, MA: Boston Higher Education Partnership.
- [14]. Ottenbreit-Leftwich, A., Glazewski, K., Newby, T. J., & Ertmer, P. A. (2010). Teacher value beliefs associated with using technology: Addressing professional and student needs.
- [15]. Lubbe, E., Monteith J., & Mentz E. (2006) The relationship between keyboarding and self regulated learning
- [16]. Gilman, S.C., (2005). Ethics codes and codes of conduct as tools for promoting an ethical and professional public service: Comparative SuccessES and Lessons.
- [17]. Vitello, S., Greatorex, J., & Shaw S. (2021). What is competence? A shared interpretation of competence to support teaching, learning and assessment
- [18]. IGI Global. (2020). Research Anthology on Developing Critical Thinking Skills in Students. IGI Global. Information Resources Management Association, I. (Ed.).
- [19]. European Higher Education Area - Higher education and research - (n.d.). Higher Education and Research.
- [20]. Brodersen, M. (2020, June 14). Using competency-based education systems to measure student progress - Marzano Research. Marzano Research.
- [21]. DeRosia M. (2010). The five core values of public administration.
- [22]. Thomas A. (2021) Code of Ethics Improves Business Professionalism in Students.
- [23]. Gobena G.A. (2018) Family Socio-economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia
- [24]. Martilla, J.A. & James, J.C. (1977). Importance-performance analysis. *Journal of Marketing*, 41: 77-79, 1977.
- [25]. Family Income and Expenditure Survey | Philippine Statistics Authority | Republic of the Philippines. (2023, July 10).
- [26]. Albert J. R., Abrigo, J.R.G., Michael R.M., Quimba, F.M.A., Vizmanos, J.F.V (2020). Effects on household income and poverty.
- [27]. Mishoe, S.C., Valeri, K. L., & Beveridge, L.H., (1993). A misalignment of seniors' career choices: implications for allied health. *PubMed*, 22(1), 33–43.
- [28]. Pascarella, E. T., Seifert, T. A., Whitt, E. J. (2008). Effective instruction and college Student persistence: Some new evidence. *New Directions for Teaching and Learning*, 115, 55– 70.
- [29]. Rafanan R. J., De Guzman, C. Y., Rogayan, D.V. (2020). Pursuing STEM Careers: Perspectives of Senior High School Students
- [30]. Frenette M., & Chan, P.C.W (2015). Academic Outcomes of Public and Private High School Students: What Lies Behind the Differences?
- [31]. Cantrell M.A., (2011) Demystifying the research process: understanding a descriptive comparative research design.
- [32]. Thomas, L. (2023). Simple Random Sampling | Definition, Steps & Examples Stahl N.A., & King J.R. (2020). Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research.
- [33]. Hernando, A., Diez-Vega I., Del Hierro M.L., Martínez-Alsina N., Diaz-Meco R, Busto M.J., Martiáñez N.L., & González-Cuevas R. J. (2018). Ethical values in college education: a mixed-methods pilot study to assess health sciences students' perceptions.
- [34]. Cloete, I.N. (2004). South African public administration and management. 9th edition. Pretoria: Van Schaik.
- [35]. Youngsang, K., Ployhart, R.E., & Kim, A. (2018). Contingent Workers and Competitive Position: The Effect of Contingent use on Organizational Performance, Dissertation, Temple University Graduate Schoolbook reviews. (2004). *Japan Forum*, 16(2), 337–351.
- [36]. Magsino D. (2020, September 17). "Low income but not poor"? Senators ask NEDA to craft a unified economic classification system | Money | GMA News Online.
- [37]. Caballes D.G., Gapad E., Valdez M.R., & Quintos, C. (2022) Exploring Between SHS Strand and College Course Mismatch: Bridging the Gap Through School Policy on Intensified Career Guidance Program.