

## The students' readiness to the modern office technology in Occidental Mindoro State College

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### ABSTRACT

This study was conducted to determine the readiness of the Bachelor of Science in Office Administration (BSOA) students at Occidental Mindoro State College (OMSC) to the quick-change of modern office technology. This study utilized descriptive comparative research and respondents were selected using stratified random sampling. This study will be beneficial to the Institution, faculty, and students. The study will serve as an enhancement of the curriculum to cope with the changes in the modern office setting. The result shows that the students have a very high level of readiness for modern office technology. More so, the students' level of readiness to modern office technology has significant difference when grouped according to sex and civil status. However, there is no significant difference in terms of their age. Related recommendations were given based on the findings in the study.

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## 1. INTRODUCTION

Modern office technology makes the premise of the office itself less relevant as Internet access coverage and performance improve. The modern office environment is more about what one can do as oppose to where to do it. New technology is changing the scope of what is considered an office. Offices inevitably adopt newer technologies that get more work done with fewer people, and there is pressure to keep a modern, professional image by staying on top of the latest tech trends (Stone, 2017).

There is a quick-change taking place in technology as well as in the office setting. These days, offices are relying on computers and technology more than ever and have the tendency to demand for skilled and educated office professionals. In this era of rapid technological advancement, the modern office has become a hub of digital activity, relying heavily on computers and technology. This evolution has heightened the demand for skilled and educated office professionals who can navigate a digital landscape with ease. Today's students have a natural inclination to get acquainted with ICT skills, owing to the multitude of electronic gadgets such as computers, cellphones, digital music players, and cameras, along with software for games, chats, electronic mail and more, which have become an integral part of everyday life. The findings of a study in Southeast Nigeria stated that ICT skills have positive implications for career readiness of the Office Technology Management (OTM) students in the sense that ICT has revolutionized the landscape of the current world of work, as skills in ICT have become prerequisite for effectiveness in any workplace (Ezechukwu et al., 2021).

It is difficult to think of a situation where businesses can do well without the use of modern office technology (Pfano & Beharry, 2016). Office technologies enhance performance and this can only be seen if

the office is equipped with relevant and needed technologies. The study concludes that technological advancement has a positive effect on quality of life and on growth of business, and this trend is expected to keep escalating. The challenge is to harness this newly emerging technology for the benefit of the business (Pfano & Beharry, 2016). Rapid changes have been taking place in all facets of human life, including office technologies, as a result of technological advancement (Pfano & Andrisha, 2016). Office technologies improve all the time; they are getting better, faster, and more portable. Hence, it would be better for the students to become ready for what they are about to experience in their future job as graduates of Bachelor of Science in Office Administration. Thus, office technology in the workplace is very important, and managers will purchase technologies irrespective of expenses. Managers are aware of opportunities and threats that office technologies can bring to their offices and believe that technologies improve performance and make work easy, and, therefore, they try to limit the risks and exploit opportunities (Pfano & Beharry, 2016). Parasuraman and Colby (2015) posited that technology readiness of individuals could be measured by individuals' propensity to embrace and use cutting-edge technology, which captures both an individual's mental motivators and inhibitors to use new technology.

The purpose of this study is to determine if the Bachelor of Science in Office Administration (BSOA) students of Occidental Mindoro State College (OMSC) are ready to the quick-change of modern office technology. This study will be beneficial to the Institution, faculty, and students. The study will serve as an enhancement of the curriculum to cope with the changes in the modern office setting.

## 2. MATERIALS AND METHOD

A researcher-made survey instrument was used for the data gathering. The instrument was based on the related literatures and studies, and a five-point Likert scale (ranging from "strongly agree (5)" to strongly disagree (1)) was used. Random sampling was used in selecting the forty-one (41) students of BS in Office Administration program. The instrument was administered via Google Form to the students taking Bachelor of Science in Office Administration. Researchers have highly adhered to the Privacy Act and ensure the students that all data given will be treated with utmost confidentiality. Moreover, this research was undertaken through descriptive comparative method. Descriptive and comparative analysis was used to help the researchers assess the students' profile, readiness to modern office technology, and its significant difference as grouped according to profile.

## 3. RESULTS

### 3.1. Respondent's profile

Table 1 presents the result for the profile of students taking Bachelor of Science in Office Administration at Occidental Mindoro State College. In can be observed that majority of the respondents are 2nd year college (56 or 41.2%), 21-25 years old (72 or 53%), female (109 or 80.1%), and single (131 or 96.3%).

Table 1. Profile of the respondents (n=136).

Variable	f	%
Year Level		
1st Year	2	1.5
2nd Year	56	41.2
3rd Year	37	27.2
4th Year	41	30.1
Age		
16-20	58	42.6
21-25	72	53
26-30	6	4.4
Sex		
Male	27	19.9
Female	109	80.1
Civil Status		
Single	131	96.3
Married	4	2.9
Widowed	1	7

### 3.2. Students' readiness to the modern office technology

The results shows that the students' readiness to the modern office technology was shown. It can be noted that overall, the student readiness for modern office technology (mean = 3.74) is very high. "BSOA

curriculum includes different subjects that discuss various office technologies” got the highest mean of 4.19. It showed very high extent (mean = 3.49) for “Students are taught electronic and hard copy filing systems” as the yet the lowest mean under the curriculum. Lastly, the item “The Institution conducts ICT seminars and trainings for instructors and students” got the highest mean of 4.10 and interpreted as very high. Among the items under trainings, the item “The Institution provides trainings that include topics that are timely and relevant e.g., use of modern office technologies” got the lowest mean of 3.62 but still interpreted as very high. In terms of using information and communications technology, the item “I can write and edit letters and reports using word processing program and can do basic tasks in Microsoft Excel as well as doing presentations in PowerPoint” got the highest mean of 3.74 and interpreted as very high while the item “I can take dictation at a speed beyond the limit of manual shorthand with the use of stenograph machine” got the lowest mean of 3.07 and interpreted as high. [Table 2].

Table 2. Students’ readiness to the modern office technology.

Variables	Mean	Verbal Interpretation
<b>Use of information and communications technology</b>		
1. I have knowledge about computers and its technical know-how.	3.70	Very high
2. I can write and edit letters and reports using word processing program and can do basic tasks in Microsoft Excel as well as doing presentations in PowerPoint.	3.74	Very high
3. I can take dictation at a speed beyond the limit of manual shorthand with the use of stenograph machine.	3.07	High
4. I can easily access the Internet in doing researches and assignments.	3.46	Very high
5. I am familiar in using video-conferencing applications like Google Meet and Zoom.	3.69	Very high
<b>Overall Mean</b>	<b>3.53</b>	<b>Very high</b>
<b>Curriculum</b>		
1. BSOA curriculum includes different subjects that discuss various office technologies.	4.19	Very high
2. Faculty members handling the subjects are graduates of related programs with experiences on their field of specialization.	4.07	Very high
3. Skills in using modern office technology are enhance with the use of equipment and facilities during laboratory classes.	3.80	Very high
4. Students are taught electronic and hard copy filing systems.	3.49	Very high
5. Outputs are graded and the skills of the students are evaluated.	3.77	Very high
<b>Overall Mean</b>	<b>3.87</b>	<b>Very high</b>
<b>Trainings</b>		
1. The Institution conducts ICT seminars and trainings for instructors and students.	4.10	Very high
2. The Institution shows support by providing tools and equipment needed in seminars and trainings.	3.91	Very high
3. The Institution invites ICT experts as speakers in seminars and trainings.	3.85	Very high
4. The Institution provides trainings that include topics that are timely and relevant e.g., use of modern office technologies.	3.62	Very high
5. The instructor who handles computer-related subjects has trainings related to his/her specialization and integrate trainings as one of the deliveries of instruction.	3.68	Very high
<b>Overall Mean</b>	<b>3.83</b>	<b>Very high</b>
<b>Grand Mean</b>	<b>3.74</b>	<b>Very high</b>

Legend: Very Low = 1.0- 1.75; Low = 1.76 - 2.50; High = 2.51-3.25; Very High = 3.26-4.00

### 3.3. Respondent’s profile and their readiness to modern office technology

The result shows that there are significant differences between the students’ readiness to modern office technology when grouped according to profile as visibly shown with its p – value of <.001. However, there is no significant difference between the level of readiness of BSOA students to modern office technology when grouped according to their age [Table 3].

Table 3. Respondent’s profile and their readiness to modern office technology.

Profile	ICT		Curriculum		Trainings		Overall Students’ Readiness	
	t-value	p-value	f-value	p-value	f-value	p-value	f-value	p-value
Age	-.044	.965	-.369	.713	-.564	.573	1.456	.148
Sex	.191	.849	-.393	.695	.942	.348	7.479	<.001
Civil status	-.111	.912	-.171	.864	.201	.841	8.502	<.001

Significant if p-value ≤ 05

## 4. DISCUSSION

This determine the readiness of the Bachelor of Science in Office Administration (BSOA) students at Occidental Mindoro State College (OMSC) to the quick-change of modern office technology. Year level is crucial when analyzing students' readiness for modern office technology. Graduating students of office technology and management were adequately exposed to modern office technology, suggesting a high level

*The students’ readiness to the modern office technology ... (Sunga et al., 2024)*

of readiness (Okoro et al., 2020). Similarly, Hendawi and Nosair (2020) noted a high level of technological awareness among students at Qatar University, with readiness increasing with the number of years of study. However, Chong and Soo (2021) revealed some deficiencies in the academic engagement of first-year university students, which could affect their preparedness for modern office technology. This indicates that while some students are well-prepared for modern office technology, others may need more support to develop their skills. Furthermore, Kotowski and Davis (2022) emphasized the importance of teaching students about technology, especially in the context of the shift to online learning during the COVID-19 pandemic. The pandemic has highlighted the need for students to be proficient in using technology, and it has become increasingly important to ensure that students are prepared to use modern office technology. These findings suggest that while some students may be adequately prepared for modern office technology, there are still areas for improvement, particularly in the early years of university education. College students' readiness in modern office technology is influenced by different factors, including their academic year. According to Koroleva et al. (2021), students' professional self-determination and the use of modern technologies play a significant role in assessing their readiness for their future careers.

Age is a crucial factor in determining students' readiness to use modern office technology. According to Okoro et al. (2020), mature students use fewer technologies than younger students but have utilized them for a longer period throughout their lives. This indicates that age may have an impact on students' preparedness to use modern office technology. However, Haslwanter et al. (2022) pointed out that older people may face biases in computing, which can affect their readiness. The increasing presence of adult and non-traditional learners in higher education suggests a need for age-inclusive technology design (Jennings, 2021). Therefore, educators designing learning resources and technology use should consider the influence of age on students' readiness to use modern office technology.

Over the years, several studies have explored the impact of gender on students' readiness to use modern office technology. According to Rudhumbu (2022), gender-based interaction practices significantly influence academic performance. This suggests that these same practices may also impact technology readiness. The study highlights the need to address and overcome gender-based challenges to improve students' readiness to use modern office technology. Aruleba et al. (2023) stated that the challenges faced by female students in adapting to remote learning. The study found that these challenges may also hinder female students' readiness for modern office technology. This is especially concerning given the increased reliance on remote work and digital communication in the modern workplace.

The civil status of students has been found to have a substantial impact on their readiness on modern office technology. According to Koroleva et al. (2021), modern technologies can play a crucial role in evaluating students' professional suitability, especially when it comes to their marital status. Additionally, Barrot et al. (2020) explored the relationship between students' profiles, including their marital status and socioeconomic status, and their preparedness for online distance learning. The study suggested that these factors can significantly affect the ability of students to adapt to modern office technology. The above mentioned studies indicated that personal and demographic factors, including marital status, can significantly influence students' ability to adapt to modern office technology. Therefore, educational institutions and educators need to consider various factors when designing programs aimed at preparing students for the demands of modern workplaces. According to Piliouras et al. (2014), technology skills are necessary to be considered as a workforce ready and job achiever.

An organization that is highly technology driven expects its workforce to be equipped with knowledge of Microsoft Office programs (Li, 2022). Incorporating technology in education could develop and improve new skills of the students which could later be imparted in their future jobs, where technology acts as a tool that could activate their skill set and knowledge (Mdhlalose & Mlambo, 2023).

Through trainings and seminars, students can learn things that would able them to be proficient in communication, acquire knowledge in particular field like use of technology, and be associated with different people with diverse ideas (Al'Adawi, 2017). The study on the readiness of students in State College to use modern office technology, particularly ICT, revealed a generally positive attitude towards its use in education (Vaicondam et al., 2021). However, there is a need for further training in basic ICT skills to improve students' employability (Aje, 2020). The introduction of ICTs in higher education is viewed as a vital factor in enhancing the quality of education and the competitiveness of institutions. The incorporation of modern office technology in education can improve learning outcomes, facilitate communication between students and teachers, and provide students with the necessary skills and knowledge to excel in their future careers (Tokareva et al., 2021).

The readiness of students to use modern office technology in the curriculum can be influenced by various aspects. According to Okoro et al. (2020), graduating students of office technology and management were adequately exposed to modern office technology, indicating a high level of readiness. This suggests that the curriculum was successful in preparing students for the demands of modern workplaces. The low level of

readiness among teachers to use modern technologies, indicate a potential gap in the curriculum. This may be a cause for concern, as teachers play a vital role in shaping students' technological skills and abilities. Serttaş and Kasabali (2020), who found that while students were generally ready for online learning, they lacked readiness in using basic Microsoft Office programs. This highlights the need for more extensive training in basic software programs to ensure that students are fully equipped for the digital age.

The importance of modern office technology in shaping the future workforce has been widely discussed. Studies show that it is crucial for students to be proficient in digital skills to succeed in the digital economy. Shitova (2020) highlighted the essential need for digital literacy in today's fast-paced world. This shed light on the fact that students who possess the necessary digital skills and competencies are more likely to excel in their careers and adapt to new technologies. It is clear that students who are well-trained and equipped with digital skills and competencies have a better chance of succeeding in the modern workplace. Therefore, it is essential to prioritize training in modern office technology to prepare students for the challenges of the digital economy.

According to Barrier et al. (2019), the curriculum of a program must be based on the students' readiness instead of focusing on their age since it lacks flexibility and assuming that students could be more ready with the curriculum imposed at the same time. According to Sukirno et al. (2021), age and technological competency may not have strong correlation, as students aged 20 have been found to have the highest work readiness. Additionally, Morin et al. (2019) highlighted the significance of age in online learning, where older students exhibit greater confidence in computer proficiency and learning skills. Therefore, while age can impact students' readiness in modern office technology, it is not the only decisive factor.

The descriptive analysis result entails that the students are highly ready to engage themselves to modern office technology. Students are highly equip with knowledge and skills in the use of MS Word, MS Excel, and MS PowerPoint. Hence, the use of stenograph shall be enhanced since it garnered the lowest mean result from this parameter. Though office automation such as computer, internet resources, and audio recorder are important in modern office management, they cannot substitute shorthand (Masenya, 2020).

The parameter curriculum got the highest mean which implies that BSOA curriculum incorporate technologies in its courses enabling them to be ready in their future career. The level of readiness of the students are highly appreciated in the aspect of BSOA curriculum however, there are still areas that need improvement such as the utilization of their laboratories and to practice electronic filing. Existing activities can be more effective and efficient if the documents are appropriately managed (Haleem et al., 2022); on the other hand work productivity can be increased by improving the electronic filing system (Attaran et al., 2019).

Though trainings to modern office technology got a very high level of readiness, still, it got the lowest mean which entails that the trainings and seminars conducted for students of BSOA shall include topics within this aspect. Competence can be understood as requirements for training students in specific field and expertise that can be regarded as the developed personal qualities and generalization of experience related to this kind of activity (Winborg & Hägg, 2022).

## 5. CONCLUSION

Majority of the respondents are 2nd year college, 21-25 years old, female, and single. Students' readiness in terms of use of information and communications technology is very high, as well as with the curriculum and trainings. The study implies that the students have strong understanding and well equipped with knowledge and skills associated with technology utilization as part of their learning process. The result denotes a positive assessment of the students' readiness in utilizing technology in modern office set up.

Based on the results and findings of the study, the following recommendations are put forth: a) Establish a well-equipped facility equipped with internet connectivity, a simulation room furnished with office machinery and equipment; b) Initiate a comprehensive review of the curriculum; c) Dedicate a space specifically for foundation and advanced shorthand training; d) Procure additional stenographic machines to meet demand; e) Equip a laboratory with essential tools such as headsets and cameras; and f) Implement software for integrated learning covering software applications, web design, keyboarding, and other computer-related subjects. These recommendations aim to enhance the educational experience and resources available for student's pursuing courses in shorthand and related fields.

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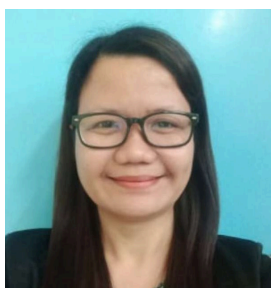
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**Ms. Jenalyn M. Halog** is an Instructor I at Occidental Mindoro State College, where she also serves as the Senior Adviser of the Philippine Association of Students in Office Administration under the Program of Bachelor of Science in Office Administration, fostering and molding student leaders to evolve into impactful professionals in the future. She holds an undergraduate degree in Bachelor of Science in Office Administration and has completed 19 units towards a Bachelor of Secondary Education major in Social Science. A licensed professional teacher, she is currently pursuing a Master in Business Administration at the Divine Word College of San Jose. Her research endeavors primarily focus on academic and curriculum development.



**Dr. Angela M. Galisanao** is an Associate Professor at Occidental Mindoro State College and also serve as the Program Chair of the Bachelor of Science in Office Administration. Under her leadership, enrollment increased dramatically, and student outcomes improved greatly. She finished her undergraduate studies at the renowned Polytechnic University of the Philippines. Her unwavering commitment to precision and analytical thinking distinguished her from her classmates. Her desire for intellectual advancement led her to Divine Word College, where she immersed herself in the complexities of business management. She not only learned theoretical concepts but also networked with industry specialists, extending her horizons. Her PhD dissertation focused on cooperative long-term sustainability, investigating novel solutions. As outside of academics, she devotes her time to mentoring administrators and entrepreneurs who shares insights about business, cooperatives, and administration. Her reputation is rooted in her tireless attempts to bridge theory and practice, motivating the next generation of business leaders. Her research interest focuses on academic, management and livelihood development. These three areas intersect, shaping a holistic approach to research.