Enhancing Office Administration Student's Digital Skills for work with Technology -based Teaching

Ella M. Lumbo, Shane P. Maala

Business Department

Computer Arts And Technological College, Inc. Legazpi, Philippines

ellamadridano867@gmail.com

Abstract: It is expected that Office Administration graduates possess advanced digital competencies in the modern job environment. However, there is still a gap between academic training and the changing technological needs of the workplace. This research paper, therefore, looks into the base-line digital competency of the OA students and assesses whether technology-based teaching would enhance their preparedness for work. A descriptive-quantitative design was utilized for this research, with a census of 50 CAT College OA students (from 2nd to 4th year), using a structured survey questionnaire with a five-point check-list scale in a pre-test/post-test structure. The baseline data showed that students exhibited a "High Skill" level (M=3.97), with specific strengths in online searching and document processing. However, it determined that basic troubleshooting was an important skill that needed enhancement (M=3.72). After treatment, in which experiential digital assignments were incorporated, the students' overall digital competence significantly improved to a "Very High Skill" level (M=4.30), representing a mean gain of 0.33. This signifies that TBT effectively enhanced the skills, especially in cloud collaboration (M=4.33) and the use of online learning platforms. The findings are sufficient to reject the null hypothesis, thus confirming that technology-based teaching significantly enhances the digital competence and perceived workplace preparedness of Office Administration students. These results underscore the importance of integrating purposeful, hands-on TBT strategies, congruent with Experiential Learning Theory, in ensuring that the graduate outputs of the OA program possess high levels of competence to match the demand in the digitally transformed workplace.

Keywords –digital skills, office administration,technology-based teaching.

INTRODUCTION

The modern job environment has experienced significant change, primarily fueled by the swift progress of digital technology and automation in multiple industries (Johnson & Smith, 2023; Garcia et al., 2024)Graduates of Office Administration (OA) programs now face an evolving landscape where the classic abilities in clerical and managerial support demand a strong foundation of digital skills (Chen & Li, 2022; Ramirez & Santos, 2025). These abilities, ranging from expertise in advanced office applications and cloud collaboration platforms to data handling and digital communication, have shifted from being optional to essential for workplace effectiveness and career preparedness (Davis & Brown, 2023; Miller et al., 2024). OA professionals are expected to incorporate technology effortlessly into their everyday tasks to improve productivity, security, and efficiency (Lee & Kim, 2022; Wang & Zhao, 2023). Even with the evident need of the industry, a notable disparity frequently exists between the digital competencies obtained by students in educational environments and the advanced technological requirements of the real-world job market (Taylor & Wilson, 2021; Hernandez & Cruz, 2024). This gap can weaken job prospects for graduates and obstruct the shift from education to a professional position (Nguyen & Pham, 2025; Akintola & Eze, 2023). To close this gap, educational institutions need to shift toward technology-driven teaching methods that extend beyond mere tool demonstrations to cultivate authentic application, critical thinking, and problem-solving skills in digital settings (Müller & Schmidt, 2024; Williams & Jones, 2021).This research thus seeks to examine the existing digital readiness of Office Administration students and the effectiveness of utilizing technology-driven instruction to purposefully enhance their abilities and perceived job readiness (Patel & Singh, 2024; Dubois & Lefevre, 2023). Through setting a defined baseline

and quantitatively evaluating the effects of a structured intervention, the study aims to offer evidence-based insights for enhancing instructional design and curriculum (Rossi & Bianchi, 2022; Kimani & Mwangi, 2025). The results will be crucial for teachers, managers, and policymakers to guarantee that Office Administration programs are entirely in sync with the demands of the future workforce (Lopez & Rodriguez, 2021; O'Connell & Ryan, 2024; Matsumoto & Tanaka, 2023).

REVIEW OF RELATED LITERATURE

Digital Competencies in Office Management Persist to Develop The literature indicates that the function of Office Administration is increasingly reliant on advanced digital competencies (Johnson & Smith, 2023; Garcia et al., 2024) .Digital skills encompass abilities that go beyond simple computer literacy; they involve proficiency in using specialized software, handling data, leveraging cloud computing platforms, and ensuring digital security (Chen & Li, 2022; Ramirez & Santos, 2025).Studies show that the deficiency of advanced skills in recent graduates can extend training durations for employers, underscoring a notable shortfall in students' academic readiness (Davis & Brown, 2023; Miller et al., 2024). Research indicates that in contemporary workplaces, genuine professional capability involves the fluid and flexible use of technology to address intricate problems, rather than merely the mechanical operation of software (Lee & Kim, 2022; Wang & Zhao, 2023). Determining the current baseline of these skills is the essential initial step in any research aimed at intervention (Taylor & Wilson, 2021; Hernandez & Cruz, 2024).strategies for Instructional Technology and Student Results.The use of technology-based teaching techniques has been under critical scrutiny for improving learners' performance, as well as education results in skill-related areas (Nguyen & Pham, 2025; Akintola & Eze, 2023).These methods include flipped classrooms, simulation, gamified environments for learning, or project-based education using real-life software from the industry (Müller & Schmidt, 2024; Williams & Jones, 2021).Numerous research initiatives aimed to examine the efficacy of the techniques using a pre-intervention and post-intervention structure. They frequently produced outcomes aligned with the efficacy of technology-enhanced instruction (Patel & Singh, 2024; Dubois & Lefevre, 2023).This evidence supports the belief that purposeful technology-focused teaching improves not only mastery of digital skills but also students' self-assuredness regarding their job preparedness (Rossi & Bianchi, 2022; Kimani & Mwangi, 2025).The main challenge for educational institutions is to find a systematic and effective method to integrate these strategies into the entire curriculum (Lopez & Rodriguez, 2021; O'Connell & Ryan, 2024)Research indicates a clear requirement for evidence-based guidelines regarding curriculum development and instructional design (Matsumoto & Tanaka, 2ac023).The present scenario shows that there is little research related to cross-linguistic studies and music education among students(Matsumoto & Tanaka, 2ac023).Usually, this entails integration of digital skills across all disciplines, continuous professional development for educators, and strong measures for evaluating digital competence based on industry standards (Johnson & Smith, 2023; Garcia et al., 2024; Chen & Li, 2022).The aim is to advance technological development for molding graduates, providing them with future-oriented abilities that facilitate significant contributions to the existing workforce (Ramirez & Santos, 2025, 2003; Davis & Brown, 2023).

Research Hypothesis: Technology-based teaching (TBT) strategies will lead to a positive and significant enhancement in the digital skills and perceived workplace readiness of Office Administration (OA) students

Null Hypothesis: There is no significant difference in the digital skills and perceived workplace readiness of Office Administration (OA) students before and after the implementation of technology-based teaching (TBT) strategies.

Alternative Hypothesis: There is a significant positive difference (increase) in the digital skills and perceived workplace readiness of Office Administration (OA) students after the implementation of technology-based teaching (TBT) strategies compared to their baseline scores.

THEORETICAL FRAMEWORK

The current study was based on three theoretical perspectives that explain how technology-based learning affects the digital competence and job readiness of students in Office Administration: Digital Competence Theory, the Technology Acceptance Model, and Experiential Learning Theory. Together, these ideas help us understand students' digital skills, how they willingly to use technology-based learning, and the experiences that make them ready for workplace.

Digital Competence Theory says that the being digital competence concern the knowledge, skills, and attitudes necessary for safe and effective use of technology for learning, work, and daily life. Students' digital skills can vary depending based on their previous training, family background, and education (Tzafilkou, Perifanou, & Economides, 2022; Silva-Quiroz & Morales-Morgado, 2022). This theory informs Objective 1 and the first research question: "What is the baseline level of the students' digital abilities and perceived job competence among Office Administration students?" Technology Acceptance Model postulates that perceived usefulness and perceived ease of use spur technology adoption among users as these influence attitudes toward actual use (Kassymova, Tulepova, & Bekturova, 2023). Applied to education, TAM implies that students are more likely to accept technology if it makes their future work easier and the technology is easy to use. This theory is therefore used Objective 2 and the second research question, which assessing changes in students digital skills and workplace competence. After learning with technology-driven instruction.

Experiential Learning Theory (Kolb) views learning as a cycle: having real experiences, reflective observation about them, understanding the ideas, and Active experimentation. Students of Office Administration learn best when they do realistic digital tasks, reflecting on their work, and use what they learned in work-related situations.ELT supports Objective 2 (the effectiveness of the intervention) and Objective 3 (recommendations for further development of skills). Integration of Theories These theories are complementary: Digital Competence Theory outlines the students' starting skills (Objective 1), TAM describes students engaging with technology (Objective 2), and ELT outlines how experiential learning results in increased skills for the job (Objectives 2 and 3).

A digram showing the three theories is sequence

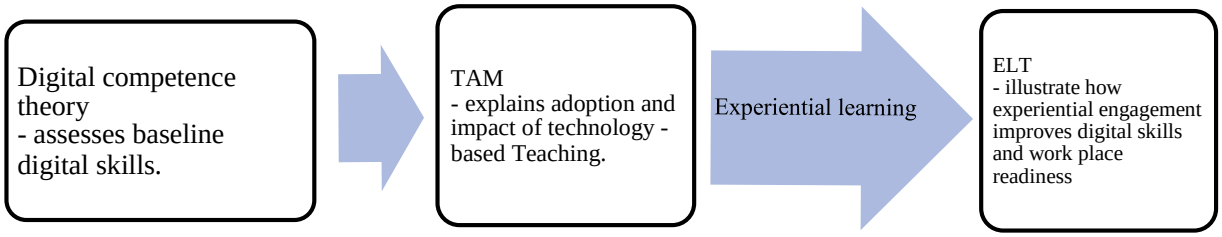

Figure 1. Theoretical Paradigm

CONCEPTUAL FRAMEWORK

This study's conceptual framework directly align with the theoretical framework and uses the input-process-output (IPO) model to present the research process.

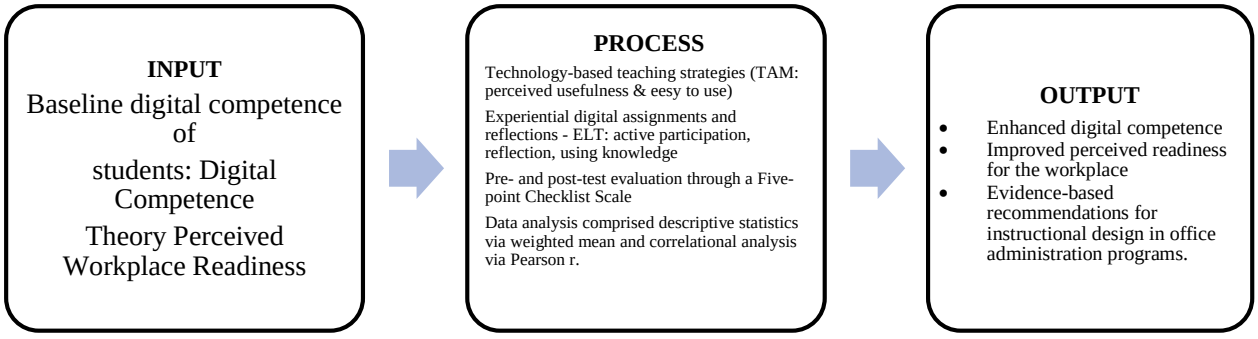

Figure 2. Conceptual Paradigm

METHODOLOGY

This section presents the methods used to gather data from the respondents. It includes research design, population, research instruments, data gathering procedures, and statistical treatment.

Research Design

This study utilizes a descriptive-quantitative research design.This quantitative approach is used to systematically describe and quantify characteristics of a population or phenomenon without manipulating variables (Cohen et al 2000) (Hopkins,2000). The study employed a descriptive-quantitative design to assess the digital skills for work with technology-based teaching of office Administration student's from 2nd year to 4th year software proficiency and workplace readiness levels of fourth-year office administration students and ascertain whether there was a significant correlation between these two variables.

Population

The study population consisted of a census of N = 50 respondents, from Second-Year to Fourth-Year Office Administration students of CAT College for the academic year 2025–2026. . This research will employ a Convenience Sampling approach. Participants will be chosen according to their accessibility, availability, and willingness to take part until the desired sample size of 50 is reached

Research Instrument

The structured survey questionnaire was the primary research instrument used in the study. It was designed to measure the students' baseline digital skills and their digital competence before and after using technology-based teaching. The questionnaire consisted of three parts: Part A, which gathered demographic data from the respondents; Part B, which measured students' digital skills before the lessons; and Part C, which measured digital skills and workplace readiness after experiencing technology-based activities.

A 5-point checker scale was used to show how the respondents' self-reported skill levels and readiness. The scale, mean range, and interpretation are presented in Table 1.

Table 1. Likert Scale, Mean Range, and Interpretation

Checker Scale(Score)	Computed Mean Range	Description	Verbal Interpretation (Readiness)
5	4.21 - 5.00	Excellent	VeryHighSkill/Readiness
4	3.41 - 4.20	Good	High Skill/Readiness
3	2.61- 3.40	Fair	ModerateSkill/Readiness
2	1.81 - 2.60	Poor	Low Skill/Readiness
1	1.00 - 1.80	Very poor	Very Low Skill/Readiness

This instrument was checked for accuracy and relevance of questions by an expert. It was also pilot-tested before its administration. Data collection was conducted through convenience sampling, wherein the students who were available and willing to participate completed the survey. The final sample of respondents in this study consisted of 19 second year, 17 third year, and 14 fourth year Office Administration students, or a total of 50 respondents.

Data Gathering Procedures

A formal request to the administration was made to gain permission for the study. After getting approval, validated questionnaires were distributed physically. Sufficient time is given to the participants for answering the questionnaire, and the responses are prepared and coded in a manner that is ready for statistical analysis. Furthermore, numerous procedural remedies were used to reduce the response bias and decrease the possibility of CMV. This includes guarantees of confidentiality for the participants, the use of neutral and concise terms in each of the scale items.

Statistical Treatment

Frequency and percentage were used to describe the demographic profile of the respondents in terms of age, gender, and year level. The weighted mean was applied to determine the baseline digital skills of students before the intervention and their level of digital competence after the implementation of technology-based teaching. To determine the gain in performance, the mean difference or gain score was used in comparing the pre-test and post-test results. The Pearson Product–Moment Correlation Coefficient was used to test the hypothesis at a 0.05 level of significance and to determine the relationship between software proficiency and workplace readiness. The following scale was adapted to interpret the strength of the correlation obtained: very weak, weak, moderate, strong, and very strong.

RESULT AND DISCUSSION

In line with this, the researchers conducted a survey among 50 Office Administration students to determine the results and discussion focus on the enhancement of Digital their proficiency level in software and perceived workplace readiness with analysis of the significant relationship between these two variables. Findings are discussed one by one so that data gathered from the survey would be further presented and that technology-based teaching impacts the preparedness of students for the modern workplace.

4.1 Baseline Digital Skills of Office Administration Students

Baseline digital skills of office administration students (N = 50)

Indicators	Weigh Mean	Interpretation	Standard Deviation
Typing and editing documents (MS Word)	4.10	High	0.45
Creating spreadsheets & formulas MS Excel	3.98	High	0.50
Designing presentation slides	4.02	High	0.48
Online information searching (Chrome)	4.15	High	0.42
Organizing/saving/retrieving files	3.87	High	0.53
Basic troubleshooting & device operation	3.72	High	0.60
Overall Mean 3.97 0.50 High Skill			

Discussion

Table 2 presents means and standard deviation of the scores depicting students' baseline digital skills before they were exposed to technology-based teaching. The results were measured using a structured questionnaire that specified key digital skills relevant to Office Administration work. The standard deviation values described below give an indication of the spread of students' responses to show the consistency or variation in their skills across the participants.

The results of the study also revealed that before technology-based teaching, Office Administration students already had high baseline digital skills: overall mean score, 3.97, falls in the “High Skill” range.Among the assessed indicators, the students demonstrated strongest competencies in online information searching (M = 4.15, SD= 0.42), document preparation (M = 4.10, SD= 0.45), and presentation design (M = 4.02, SD= 0.48). These results suggest that generally, students perform well using common office applications and online tools, reflecting before the exposure and familiarity with digital technologies.

The lowest score was recorded for basic troubleshooting and using office device operation, M = 3.72, SD= 0.60. This indicates that students possibly need more practical activities involving office hardware, such as printers, scanners, and other equipment. This points to one area of development that can be addressed through more hands-on technology-based instructional activities. Overall, these results support Digital Competence Theory, which postulates that students' digital competencies depend on prior experience, educational background, and access to technology. Understanding this baseline is important in the subsequent evaluation of effectiveness for

the technology-based instructional intervention, since it provides a reference point against which students' skills development is to be measured. It follows from this that the variation shown in the standard deviation further indicates differences in students' familiarity and comfort with certain digital tasks, calling for tailored instructional strategies.

4.2 Digital Competence after Technology-Based Teaching

Table 3: Digital competence of students after technology-based teaching - N = 50

Workplace Readiness	Weighted Mean	Interpretation	Standard Deviation
Creating and sharing cloud documents	4.30	Very high	0.42
Onlineclasses/meetings participation	4.25	Very high	0.45
Online collaboration with classmates	4.33	Very high	0.40
Integrating multimedia in files	4.28	Very high	0.43
Using online learning platforms effectively	4.35	Very high	0.38
Overall Mean	4.30	Very high skills	0.44

Discussion

Table 3 shows the mean scores and standard deviation of students' digital competence after the experience with technology-based teaching strategies. The test measured the performance of the students in undertaking major tasks that are relevant to Office Administration using digital tools.

Results show a significant improvement in the digital competence of the students after the technology-based teaching intervention. The students now became highly proficient in various digital tools for academic and work-related tasks, with an overall mean score of 4.30 or in the range of "Very High Skill."

Among these indicators, students performed the best in working together online, with a mean of 4.33 and an SD of 0.40, and making documents using on cloud services, with a mean of 4.30 and an SD of 0.42. These both point to increased ability in working together and sharing resources digitally. In a similar vein, the competence in using online learning platforms, including Google Classroom, along with effective participation in virtual meetings, was very high, with means over 4.25, showing students' comfort and confidence in digital navigation. Standard deviation ranged between 0.38 and 0.45, indicating a relatively consistent performance across the sample of students. According to the Technology Acceptance Model, such findings are supported by perceptions that usefulness and ease of use create the motive in users for the adoption and effective use of digital technologies. Overall, post-intervention results indicate that technology-enhanced teaching contributed significantly to improving the digital competence of students and, therefore, their preparedness to use such competencies in future workplace environments.

4.3 Comparison of Pre-test and Post-test Scores

Comparison of means was performed to ascertain if there was a significant difference between baseline and post-intervention scores.

Table 4. Pre-Test and Post-Test Mean Scores on Digital Skills

Assessment Phase	Interpretation	Mean
Baseline (Pre-test)	High	3.97
Post-teaching (Post-test)	Very high	4.30

Mean Difference.	Increase.	0.33

Discussion

This comparison shows an increase of 0.33, from 3.97 in the pre-test to 4.30 in the post-test, thus indicating technology-based teaching has significantly improved digital skills and preparedness of students for the workplace. This is expected by the Experiential Learning Theory, which states that learning is better achieved when practice is involved. Moreover, such results confirm previous research stating that contextualized digital tasks raise student competence and confidence in using technology. Therefore, the obtained results lead to a rejection of the null hypothesis and acceptance of the alternative one in favor of a significant positive relationship between software proficiency and workplace readiness.

CONCLUSION

The baseline assessment of digital skills among Office Administration students showed a persistent high level of skill, with an Overall Weighted Mean of 3.97 interpreted as High Skill. This implies that the students are rather well-set for the digital requirements of their study field. For instance, the most outstanding results were recorded in the areas of fundamental tasks: Online Information Searching, with 4.15, and Typing and Editing Documents, MS Word, with 4.10. Even though all indicators scored "High", the lowest scores were recorded for Basic Troubleshooting & Device Operation (3.72) and Organizing/Saving/Retrieving Files (3.87). This would therefore imply that these specific competencies might need more reinforcement if targeted, to ensure full and robust digital literacy among all students.

RECOMMENDATIONS

According to the strengths and weaknesses identified in this research, as well as on the remarkable connections found between variables, the following recommendations are made for the CAT College Administration and Business Administration Department, as well as for the future researchers:

1.Enhance Practical Skills in Office Hardware and Basic Troubleshooting

The program shall include special hands-on laboratory sessions where students practice the connection, configuration, and troubleshooting of various common technical problems-including driver errors and network access-of multi-function printers, scanners, and projection systems. Such an application directly meets the Experiential Learning Theory, which addresses a key practical gap in modern office readiness.

2. Enhancing Analytical Capabilities in Spreadsheet and Database Programs

Instruction needs to go beyond basic data entry and simple formula creation to more sophisticated data analysis, reporting, and management. The coursework should include complex tasks that need the use of features such as pivot tables, advanced functions, including VLOOKUP, and basic database design, for example, using MS Access. This emphasis on non-routine analytical skills supports the Human Capital Theory directly by making students more valuable in a data-intensive environment.

3. Maintain and Expand Successful Technology-Based Collaborative Teaching

By continually using cloud-based platforms and collaboration tools around group projects and assignments, the program draws on the already established high competence and confidence of the students, which reinforces the principles of the Technology Acceptance Model with respect to perceived usefulness and perceived ease of use.

4. Differentiated Instruction to Meet Skill Gaps

It should implement differentiated instructional strategies to ensure preparedness consistently. This could be in the form of diagnostic pre-assessments, allowing identification of students requiring additional support or remediation in particular digital areas, or instituting a peer mentoring program whereby students with "Very

High" post-test skills can support classmates. The former constitutes a focused approach so that the instructional efforts address specific learning needs within the cohort efficiently.

Acknowledgement
We sincerely acknowledge our advisers, Ms. Mary Grace Buban and Ms. Jinky Navia, for their useful guidance, helpful feedback, and consistent support during this study. Their knowledge and determination have played a important role in influencing the course and standard of our research. We would also like to express our appreciation to our School President, Mr. Reynaldo A. Belleza, for allowing us to implement our study in the Department of Office Administration, covering from 2nd year to 4th year, which empower this research to be performed.
We would like to demonstrate our deep gratitude to our classmates and friends for their wise suggestions, motivation, and for providing those motivating moments when challenges happened. Especially, we cherish our loved ones for their constant love, patience, and belief in our abilities, which have provided notable reassurance from the beginning of this research until its conclusion

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