

**SELF-ASSESSMENT OF SKILLS AND COMPETENCIES
OF BSOA GRADUATING STUDENTS: A PROPOSED
TRAINING PROGRAM**

**College of Technology and Allied Sciences
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

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A Thesis
Presented to the Faculty of the
College of Technology and Allied Sciences
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Science in Office Administration

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APPROVAL SHEET

This thesis entitled "SELF-ASSESSMENT OF SKILLS AND COMPETENCIES OF BSOA GRADUATING STUDENTS: A PROPOSED TRAINING PROGRAM." prepared and submitted by HAZEL JOYCE F. ANCOG, CHERRY LYN B. CALAMBA, CRYSEL E. CINCO, RICHELLE T. CIROY in partial fulfilment of the requirements for the degree Bachelor of Science in Office Administration has been examined and recommended for acceptance and approval for oral defense.

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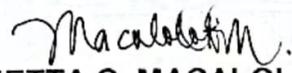
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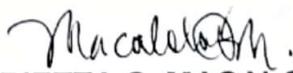
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ABSTRACT

The primary purpose of this study was to determine the self-assessment of skills and competencies of BSOA graduating students: a proposed training program of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol in the school year 2021-2022. Competencies were measured based on CHED competency standard for the BSOA course. The study used an adapted likert scale questionnaire provided to the (90) BSOA graduating students. In this study the researchers used a questionnaire through Google forms as the main instrument in gathering data from the respondents. The questionnaires were distributed, retrieved and tallied for the analysis and interpretation of data using the weighted mean with descriptive interpretation. Findings revealed that the BSOA Graduating students' assessment of their skills and competencies were rated "Moderately Developed" in all areas. It is concluded that they still need to learn, develop and improve their skills and competencies needed for employability.

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Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

Skills and competencies are integral aspect that each employee must have. A well-defined competency that has been cultured to an individual player can forge strong corporate culture and establish a workforce attuned to the company goals and build vital competitive differentiators in workplace (Grapevine, 2012). In addition, competency and skills have never been separated a new term as they were related.

Training is a process by which an individuals will be exposed to the real life scenario and thereby mediates the of acquiring knowledge and skills necessary on workplace which will make an individual equip on their future endeavors that they wanted to be (Jucious, 1963; Dahama, 1979; Van Dersal, 1962; as cited by Halim & Ali, n.d).

In the Philippines, OJT or the On-The-Job Training is the most common type of training by which a college student must undergo to earn a degree. OJT is a hands-on method of imparting skills, competencies, and knowledge that an aspiring employee must have to perform task as stipulated by their job description of the workplace. In addition, the academe would expose the employee or a student on the specific type of environment which would let them learn and understand the industry itself (Heathfield, 2021).

Trainings across any field aim to assess the individual's skills and competence. According to Chryssolouris et al. (2013), skills and competencies are the major blocks of learning. They also expounded these two terms. Skills is an individual's ability to integrate the knowledge and use it as a systematic tool necessary to complete the task precisely. Skills identifies the individual to do something within a specific context. Skills may fall under cognitive (logical, intuitive, and creative) or practical (manual dexterity and the use of methods, materials and tools). Competence is an individual capability to handle a particular situation successfully or in completing the job. This capacity includes cognitive factors (different types of knowledge), intellectual and perceptual motor skills, affective factors (attitude, values, motivation etc.), personality traits and social traits.

To perform, one must have the knowledge needed, specialized training, skills and competencies. Are these BSOA graduating students ready for on-the-job training, or do they have the necessary training, skills, and competencies to work in a real-world business environment. Furthermore, as we all know, office work is always evolving. The introduction of advanced technologies in the office, as well as changing cultures and lifestyles of customers or clients have a significant impact on the employment of an office worker. As an office worker, it is vital to keep up to date on skills and competencies as they evolve.

The BSOA is one of the four-year degree programs offered by Bohol Island State University-Bilar Campus, that is designed to equip its graduates the professional skills and competencies needed to meet the needs of the

workplaces. Whether in general business, legal, or the medical offices. The goal of the program is to produce versatile, committed and globally competitive Office Administration graduates capable in dealing with the complexities and challenges of managing today's workplace.

This study is all about Skills and Competencies of BSOA Graduating Students: Basis for a Proposed Training Program. This research paper would be helpful in finding the basic needs that will help the BSOA graduating students to improve their skills for their future training program. This study is not a pressure to the BSOA students in general but this acknowledge their importance in the productivity as well as improving their own ability to boost productivity in the future. As well as to the teachers on how they could create programs that can assess the students and what strategy they could imply.

Literature Background

Social Learning Theory by Albert Bandura (1977), states that observational learning is controlled by processes of attention, retention, and reproduction. Rewards operate to affect performance of behavior not learning. Social learning theory has been applied in two ways: a training method to teach administrators to deal more effectively with human relations problems that arise throughout a training program and to predict which subordinates will imitate the behavior.

While the Formative Assessment Theory by Black and William (1998), holds that (1) thinking and learning processes are supported when students are given information and feedback regarding the learning criteria and standards by which they are assessed; and (2) when there is subsequent use of that feedback by students and teachers as they plan the next steps of the learning process together. Which conform to the OJT where students' competence was assessed based on the stipulated criteria and the feedback would upskill the students' competence and skill.

As the study connotes the supporting theories, legal bases are provided for carrying concrete foundation for the creation of this study. Hence, the following articles were used in order to guide the students in acquiring good and effective knowledge skills necessary for employment.

CHED Memorandum Order (CMO) No.19, series of 2017, entitled, "Revised Policies and Standards for Bachelor of Science in Office Administration", Article IV, Section 5 5.2, states that "to ensure teaching effectiveness and the attainment of the goals and objectives of BSOA, outcomes-based teaching and learning and modern means of curriculum delivery that will expose students to the real world of administrative professionals' tasks like simulation and cooperative education internship in office systems are used with a program goals of acquiring the competencies, skills, knowledge, and work values necessary for self-employment."

While CHED Memorandum Order (CMO) No. 104, series of 2017, Article II, Section 6 6.2.2 Student Intern A.) Provide students enrolled in HEIs in the Philippines with opportunities to apply relevant knowledge and skills acquired from formal education to actual work setting provided by reputable HTEs in our country; B.) Enhance the knowledge and skill acquired in formal education of student interns through employer-based training, in order for them to become more responsive to the future demands of the labor market; C.) Develop the life skills of the students' intern, including those relevant to the values of professionalism and work appreciation. The student interns are expected to acquire soft skills to address the demand of the employers such as communication skills, interpersonal skills, financial literacy, etc; and D.) Acquire a professional work ethic in the course of internship.

As the study was supported legally, related readings are required to support the skills and competencies of the graduating students.

In line with this period of globalization, the higher education has been concerned with the development of the whole person as well as skills and competencies which any educated person should expect to have by the time of graduation. It further aims to inspire and enable individuals to develop their capabilities to the highest potential levels throughout life so that they grow intellectually, contribute effectively to society, achieve personal fulfilment and are well-equipped for work. In accordance with this time of globalization, the advanced education has been worried about the improvement of the entire individual just as information, qualities, and abilities, which any informed

individual ought to hope to have when of graduation. It further means to motivate and empower people to create their abilities to the most noteworthy likely levels all through life so they develop mentally, contribute viably to society, accomplish individual satisfaction and are exceptional for work (Abas & Imam, 2016)

Self-assessment is often (implicitly or otherwise) conceptualized as a personal, unguided reflection on performance for the purposes of generating an individually derived summary of one's own level of knowledge, skill, and understanding in a particular area. The conceptualization of self-assessment would seem to involve a process by which one takes personal responsibility for looking outward, explicitly seeking feedback, and knowledge from external sources, then using these externally generated sources of assessment data to direct performance improvements. During this construction, self-assessment is more of a pedagogical strategy than a capability to evaluate for oneself; it's a habit that one has to acquire and enact instead of a capability that one must master (Andrade, 2018).

In accordance with Magulod, Jr. (2018) training in the 21st-century requires advancement and innovativeness. One of the 21st-century acquiring abilities required today is to master and develop advancement abilities distinguished in the P21's system for 21st-century taking in being created from the contribution of teachers, organizations and governments all throughout the planet. P21 refers to that this acquiring and advancement abilities relate to think inventively, work imaginatively with others, and carry out developments by following up on innovative plans to make a substantial and valuable commitment

in the field. The advanced idea of schooling requests developments to be brought into the instructive framework, in this manner, the chance to teach 21st century people cannot be underestimated by any scholarly undertaking. The nature of schooling offered is estimated by the nature of authority showed by the educators.

As indicated by Gault et al. (2020) the change of life stages from a student to a professional is not always very simple. Students have to face many challenges when they enter into professional life. They have to adjust themselves according to the professional environment by implementing their conceptual knowledge in the new world of work. Usually, business students use their skills and theoretical business knowledge in their first jobs. By integrating conceptual knowledge and training through academic internship programs, students can be facilitated to better implement their concepts at the workplace. Scholarly temporary jobs are a scaffold to connect the hypothesis and practice by partaking in administered and planned work. These entry-level position programs improve understudies' individual abilities as well as clean their expert development and experience. Today, instructive organizations, understudies and business selection representatives are very much aware of the significance of temporary position programs. Entry-level position programs are the chances for instructive establishments to redesign the understudy's enlistment and set up their educational plan. For understudies, entry-level positions are insight of commonsense work. As organizations favor those business graduates who have required abilities and down to earth information, entry-level positions supply

important representatives and skilled occupation candidates to the organizations. Temporary job programs empower understudies to be prepared during their course projects and save organizations' management and preparing costs by giving them prepared workers.

Communication is comprised of four components in general. These are the speakers, receivers, communication channel, and feedback. There are two kinds of communication: verbal communication and written communication. Previous research on communication skills among university students reported by Ihmeideh et al. (2010) discovered that a positive communication environment allows students to learn how to communicate and, as a result, have better communication skills. In order to be prepared for the job market after their studies, university students must be given opportunities to communicate. Furthermore, communication will be more meaningful if physical, spiritual, and social factors are considered during the communication process (Onza, 2018).

Leadership is very important in a school setting because they are shaping the next generation of leaders. Headmasters must be capable of handling their subordinates in order to achieve effective leadership skills. Where the headmasters must always be approachable and available. Moreover, leaders should provide clear instructions to their subordinates in order to disseminate information (Sullivan, 2013)

Interpersonal skills have long been recognized as important for success in school and the workplace, according to the researchers who presented their

findings. Processing and interpreting both verbal and nonverbal information from others in order to respond appropriately are interpersonal skills (Calpito, 2018)

The organizational environment is changing in an increasingly rapid pace. Adaptability is an increasingly important skill in organizational success and performance. The ability to become more adaptable depends on two classes of individual characteristics-- those that can or cannot be trained. These characteristics can be divided into 2 groups of attributes, the first being those that are difficult or impossible to influence. These are cognitive ability and personality. The second group of attributes is easier to influence such as experience, wisdom, knowledge, and motivation. Therefore, some individuals will have a higher proficiency in becoming adaptable than other (Holtkamp, 2014).

As the study mentioned the related literatures, related studies will be offered in carrying out the study.

The study entitled, "On-The-Job Training Performance of Students from AB Paralegal Studies for SY 2013-2014" (Bernardo et al., 2014), states On-the-job training refers to the nature of the work environment and duties in which student-trainees would gain tremendously from facing real-life scenarios and tackling industry-specific challenges. In terms of personal traits, attitude toward the job, job performance, and competence, the students received an exceptional performance rating. More verbal exercises as a teaching and learning activity, as well as more case studies to analyze and stimulate for a better knowledge of the subject, are needed to improve the students' communication skills.

In the study entitled, “Graduate Employability and Competence Development in Higher Education-A Systematic Literature Review Using PRISMA” by Abelha et al. (2020), states the (mis)match between university graduates' capabilities and employers' needs is one of the primary concerns identified in the evaluation as relating to competence development and graduate employability. Higher education institutions are worried about employing techniques to improve the development of skills for graduate employability, according to the findings. Graduate employability and competence development depend on a strong sense of innovation and collaboration practices in higher education all over the world.

In the study by Hyder (2020) entitled, “Soft Skills: A Research Study on Outdoing Academics and Conquer the World”, it says that today's generation lacks the ability to deal with many challenges and find appropriate answers. Soft skills training is in high demand in this technologically advanced country. Teachers are required to instruct students/adults to adjust to the world, enhance communication skills, methodological skills, and soft skills in addition to the standard curriculum. Teachers should shift their teaching focus to soft skills in order to survive in the current period, because those abilities are necessary for success in the twenty-first century. Indeed, soft skills are a term that encompasses interpersonal skills, emotional intelligence, and social skills, and is strongly tied to life skills. Researchers have discovered that in today's society, learners must acquire 87 or more soft skills. Communication skills, leadership skills, influencing skills, interpersonal skills, personal skills, creative skills, and

professional skills are among the 87 talents that must be mastered. As a conclusion, teachers must stress soft skills so that the next generation can easily deal with personality development challenges and achieve career success. Soft skills, according to the report, are actions that are developed through a thorough training procedure.

In the study entitled, "Bachelor of Science in Office Administration Students' Perception of Their Competencies: Basis for Curriculum Enrichment" by Abamonga and Dayondon, (2013), states that the fourth year students' perception of the competencies presented was highly developed except on the skill in encoding with accuracy and speed and skill in dictation with speed and accuracy which were only rated moderately developed. On the other hand, the third year students perceived their competencies to be moderately developed. It is concluded that they are still learning, developing, and improving while in school to make them highly developed after graduation.

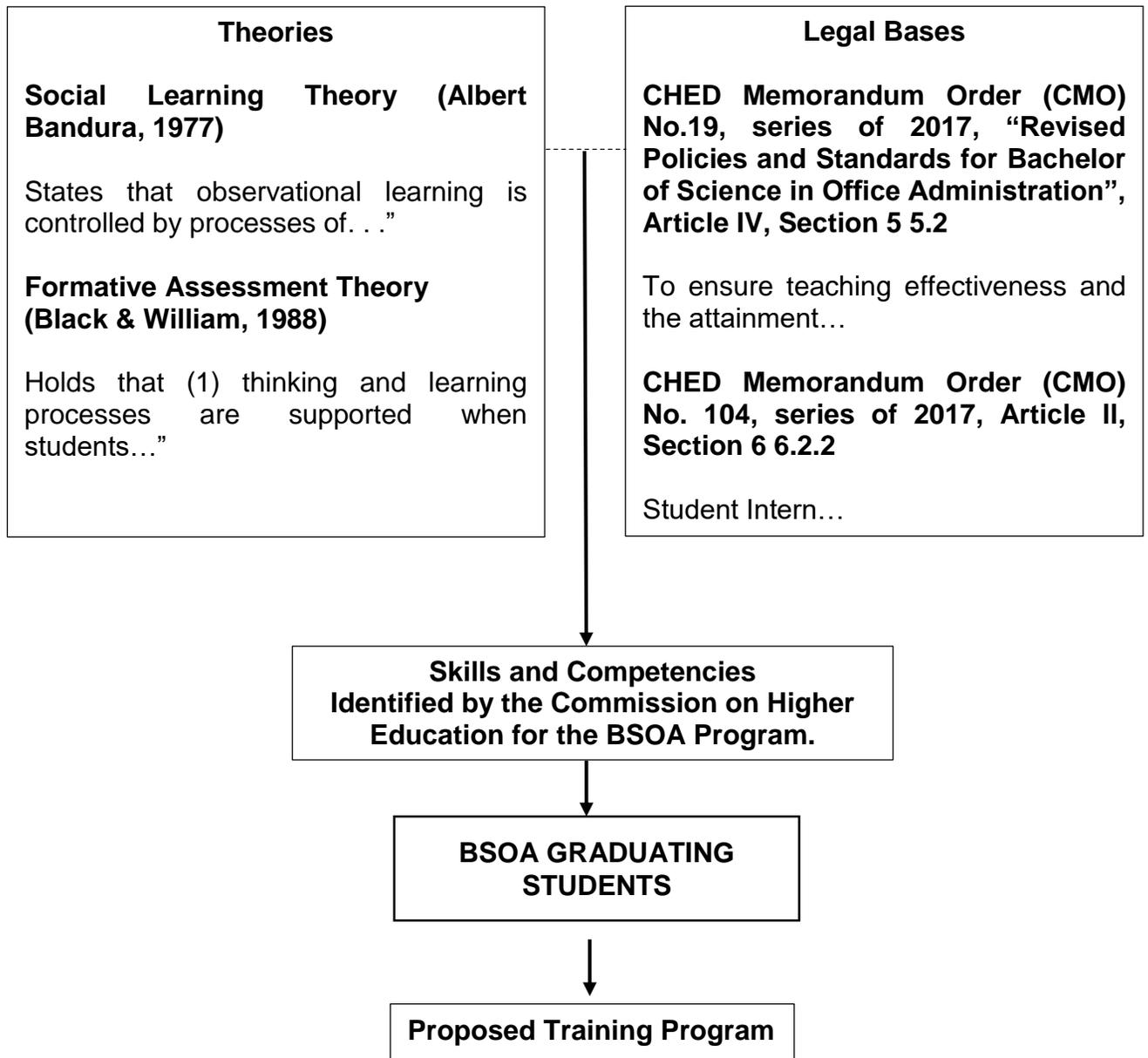


Figure 1. Theoretical Framework of the Study

THE PROBLEM

Statement of the Problem

The main purpose of the study was to determine the self-assessment of skills and competencies of BSOA graduating students: a proposed training program of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol in school year 2021-2022.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the BSOA graduating students in terms of the following:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 civil status?

2. What is the level of skills and competencies of the BSOA graduating students for the school year 2021-2022 in terms of:
 - 2.1 knowledge and expertise;
 - 2.2 logical and critical thinking;
 - 2.3 filing and organizing skills;
 - 2.4 dependability skills?

3. What training program can be proposed in order to improve the skills and competencies of the BSOA graduating students?

Significance of the Study

The researchers believed that the results of the study would be beneficial to the following:

Students. It would be helpful for them to develop sense of responsibility and excellent performance facing the industry and other opportunities in the near future.

Administrators. This study would give a view to the school administrators/school officials on where they should focus to enhance the skills and competencies of the students.

Teachers. Through the results of this study, teachers would know more about what they should enhance in their teaching regarding the skills and competencies of their students.

Researchers. This study would help the researchers to know what skills and competencies to develop and what other variables that would be included in future research endeavors.

Future Researchers. This study serves as their guide or one of the resources in doing a study. In addition, this would be their source of knowledge

about Self-Assessment of Skills and Competencies of BSOA Graduating Students: “Basis for Training Program”.

RESEARCH METHODOLOGY

Design

The researchers used descriptive research design. This research used a purposive sampling technique which is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within. The researchers employed a survey method and used a questionnaire that has been distributed to the respondents in collecting the data to measure the students’ skills and competencies. The assessed skills and competencies were those identified by the Commission on Higher Education for the BSOA Program. The information obtained through the survey as the reference point for the analysis and interpretation.

Environment and Participants

The locale of the research is the Bohol Island State University – Bilar, Campus, a school which offers agricultural and technological courses with free tuition fee. A Bachelor of Science in Office Administration (BSOA) is a four year degree course that trained and developed students in terms of management, keyboarding and stenography. During the fourth year of the program, students are required to attend an On the Job Training (OJT) in various legal and medical

companies. Students are given the opportunity to apply their knowledge and skills in an actual work setting.

A total of ninety (90) BSOA graduating students were identified as respondents through complete enumeration (30 students from Section A, 29 students from Section B, and 31 students from Section C).

Instrument

The study employed a revised survey-questionnaire from the study of Abamonga and Dayondon, (2013). Considering the pandemic, researchers used an online survey tool specifically the google forms in distributing the survey questionnaires. The data gathering tool was divided into two (2) parts. The first part was the demographic profile of the respondents. The second part contained the assessment of the respondents as regard to their skills and competencies that were identified by the Commission on Higher Education for the BSOA Program which compose of 13 items where they can answer the scaling with its interpretation (**4-** Highly Develop (80% to 99% developed), **3-** Moderately Develop (50% to 79% developed), **2-** Fairly Develop (49% below developed), **1-** Not Develop (when the competency is not develop). A training program were produced to improve and enhance the skills and competencies of BSOA graduating students. The study's findings has served as the foundation for the training program.

To ensure the refinement and the validity of the items, a pilot test was conducted to (30) BSOA graduating students from BISU-Main Campus. The distribution of the online survey questionnaires was through Google Forms.

Data Gathering Procedure

The researchers wrote a formal letter to their Thesis Adviser, Chairperson, Dean of the College, and Campus Director, asking permission to conduct the study entitled, “Skills and Competencies of the BSOA Graduating Students: A Proposed Training Program”. Upon noted and approved of above stated persons, researchers wrote a request letter sent to the Admin Office of BISU – Bilar for the lists of the BSOA graduating students. After the approval of the request letter and been provided with the lists requested, the researchers asked permission to the research respondents and distributed the questionnaires using the online platform specifically the google forms as means of gathering data considering of the pandemic. Respondents were given enough time in answering the questionnaire. After gathering the data, these were analyzed carefully as the bases of the researchers’ conclusions and recommendations of the study.

Prior to the conduct of the survey, to test the validity of the questionnaire a pilot test was conducted to 30 BSOA graduating students of Bohol Island State University- Main Campus.

Statistical Treatment

Simple percentage was used to determine the demographic profile of the respondents using the formula:

$$\text{Formula: } P(\%) = \frac{f}{N} \times 100$$

Where:

P = Percentage

f = Frequency

N = Number of Respondents

Weighted mean score formula was used to determine the self-assessment of skills and competencies of the BSOA graduating students.

$$WM = \frac{4(f^4) + 3(f^3) + 2(f^2) + 1(f^1)}{N}$$

Where:

WM = Weighted mean

f^4 = frequency response for Highly Developed (HD)

f^3 = frequency response for Moderately Developed (MD)

f^2 = frequency response for Fairly Developed (FD)

f^1 = frequency response for Not Developed (ND)

N = number of respondents

The results of the computed weighted mean were interpreted using the following scale:

Numerical Rating	Scale	Interpretation
4	3.26-4.00	Highly Developed (80% to 99% developed)
3	2.51-3.25	Moderately Developed (50% to 79% developed)
2	1.76-2.50	Fairly Developed (49% and below developed)
1	1.00-1.75	Not Develop (when the competency is not develop)

DEFINITION OF TERMS

To avoid conflicts of ideas and concepts, the following terms are defined:

Competency. Combinations of knowledge, skills and attitudes that a student develops and apply for successful learning, living and working.

Employment. This refers to a fact of someone being paid to work for a company or organization.

Knowledge. This refers of a student condition of knowing something with familiarity gained through experience.

Management. This refers to the process of dealing with people or controlling things to achieve a particular result within a set criteria of standards.

Self-Assessment. Defined as a process in which the student evaluates their own achievements and judge their own performance.

Training. This refers to a process of learning the skills that a student needs for a particular job or activity.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, and interpretation of the data gathered to give implications to the problems posed by this study. The data are shown in tabular and textual form in order to provide better insights of the study. More specifically, the discussion covers the findings on the result of the questionnaire.

Table 1 presents the demographic profile of the respondents. Among the 90 respondents while 46 or 51% of the BSOA graduating students were 20-21 years old, 39 or 43% were 22-23 years old and 5 or 6% were 24 and above. This means that mostly of the BSOA graduating students has aged 20-21 years old and only few were 22-23 years old and 24 and above. The table also implied that 86 or 96% of the respondents were females and only 4 or 4% were males who takes up BS Office Administration. As to the civil status of the respondents, most of the BSOA graduating students were single which got the highest percentage of 99% while 1 or 1% were married. This implies that most of the BSOA graduating students of the Bohol Island State University-Bilar Campus were single and only one is married.

The following table presents the level of skills and competencies of BSOA graduating students in terms of knowledge and expertise, logical and critical thinking, organizing and filing skills and dependability skills.

Table 1
Demographic Profile of the Respondents

N=90

	ITEMS	FREQUENCY	PERCENTAGE
AGE	18-19	0	0
	20-21	46	51
	22-23	39	43
	24 and above	5	6
Total		90	100
GENDER	Female	86	96
	Male	4	4
Total		90	100
CIVIL STATUS	Single	89	99
	Married	1	1
Total		90	100

Table 2 shows the findings on the assessment of the respondents as regard to the level of skills and competencies of BSOA graduating students. In terms of knowledge and expertise, data revealed that the assessment of the respondents as regard to skills and competencies in terms of use of computer productively got the first rank or the highest weighted mean of 3.18 which means they moderately developed the competency. It implies that the BSOA graduating students' computer skills needs to be more developed for them to be proficient on it. Speak, listen, and write effectively got the second rank which has weighted mean of 3.14 which described as moderately developed. It means that respondents cannot be dependent upon in work that requires speaking, listening and writing skills. While encoding at the rate of 40-45 words a minute got the

third rank which has weighted mean of 2.83 which was described as moderately developed, which means respondents were less competent in encoding and their speed and accuracy was moderately developed. On the other hand, taking at the rate of at least 60 words a minute and transcribe with 98% accuracy got the lowest weighted mean of 2.59. This implies that they were less proficient in stenography.

In terms of Logical and critical thinking, data revealed that to think critically, correctly and logically got the first rank or the highest weighted mean of 3.07. It means that they need to develop more to enhance their mental alertness so that they can think critically, correctly and logically. While make intelligent decisions within the scope of assigned authority got the second rank which has weighted mean of 3.06 and was describes as moderately developed. It implied that respondents perceived that the competency is less developed. Meanwhile, to assume responsibility without direct supervision got the lowest weighted mean of 2.93 and implies that they moderately developed the competency.

In terms of filing and organizing skills, the data revealed that organizing all tasks and managing time, information and other resources skilfully got the first rank with the highest weighted mean of 3.02. It shows that they were less competent of the said competency. While file using manual or electronic filing system got the second rank which has weighted mean of 2.97 which described as moderately developed. It implied that the respondents filing skills is still less developed and perceived they cannot confidently manage records appropriately.

On the other hand, operating and using of modern office technologies with proficiency got the lowest rank with the lowest weighted mean of 2.91. It implies that the BSOA graduating students had less knowledge on how to manipulate modern office technologies.

In terms of dependability skills, the table revealed that working with maximum flexibility in multi-tasking environment got the first rank with the weighted mean of 3.18. It implies that respondents were not flexible enough to do multi-tasking within the organization. While demonstrate acceptable human relations skills as they relate people with diverse culture got the second rank which has weighted mean of 3.06 which described as moderately developed. It means that the BSOA graduating students still need to learn more the principles of public relations to enhance and improve the competency. Meanwhile, to equip with skills to pursue lifelong learning and keep abreast with the development within the field got the last rank with the weighted mean of 3.03. It indicates that that they were not fully equipped with necessary skills.

Table 2
Level of Skills and Competencies of BSOA Graduating Students

N= 90

	Weighted Mean	Descriptive Interpretation	Rank
I. Knowledge and Expertise			
Use of computer productively.	3.18	Moderately Developed	1
Speak, listen, and write effectively.	3.14	Moderately Developed	2

Encode at the rate of 40-45 words a minute.	2.83	Moderately Developed	3
Take at the rate of at least 60 words a minute and transcribe with 98% accuracy.	2.59	Moderately Developed	4
II. Logical and Critical Thinking			
Think critically, correctly and logically.	3.07	Moderately Developed	1
Make intelligent decisions within the scope of assigned authority.	3.06	Moderately Developed	2
Assume responsibility without direct supervision.	2.93	Moderately Developed	3
III. Filing and Organizing Skills			
Organize all tasks and manage time, information and other resources skillfully.	3.02	Moderately Developed	1
File using manual or electronic filing system.	2.97	Moderately Developed	2
Operate and use modern office technologies with proficiency.	2.91	Moderately Developed	3
IV. Dependability Skills			
Work with maximum flexibility in multi-tasking environment	3.18	Moderately Developed	1
Demonstrate acceptable human relations skills as they relate people with diverse culture.	3.06	Moderately Developed	2
Equip with skills to pursue lifelong learning and keep abreast with the development within the field.	3.03	Moderately Developed	3
Average weighted mean	3.01	Moderately Developed	

Legend:

Range

Descriptive Interpretation

3.26-4.00 – Highly Developed (HD) (80% to 99% developed)

2.51-3.25 – Moderately Developed (MD) (50% to 79% developed)

1.76-2.50 – Fairly Developed (FD) (49% and below developed)

1.00-1.75 – Not Develop (ND) (when the competency is not develop)

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary and findings of the study from the gathered data, the conclusions drawn from the findings, and recommendations relevant to the study.

Summary of Findings

The main purpose of this study is to determine the self-assessment of skills and competencies of BSOA Graduating students being set by the Commission on Higher Education so as to ensure if these skills and competencies are developed and to assure employability of the students during their on-the-job training and after graduation. Based on the findings, training program for improvement may be proposed. The subjects of the study are the BSOA graduating students at Bohol Island State University-Bilar Campus. This study used purposive sampling with the total number of 90 respondents from the three sections of the BSOA 4th year students. The study used questionnaires provided to ninety students as respondents to rate their skills and competencies. After answering, the results were tallied using the weighted mean scale to determine the respondents` as regard to skills and competencies with descriptive interpretation.

Based on the gathered data, the researchers came up with the following findings:

As to the **Demographic Profile**, the results revealed that there were more BSOA graduating students aged between 20-21 years old. In terms of gender, female dominates male. In terms of civil status, mostly were single.

In terms of **Knowledge and Expertise**, it revealed that the use of computer productively obtained the highest weighted mean while take at the rate of at least 60 words a minute and transcribe with 98% accuracy got the lowest weighted mean. This implies that the BSOA graduating students were not really competent at stenography.

In terms of **Logical and Critical Thinking**, it revealed that it was “Moderately Developed”. Thinking critically, correctly and logically got the highest weighted mean while assuming responsibility without direct supervision is the lowest. This implies that the BSOA graduating students cannot be relied upon to complete the task assigned to them without direct supervision from their boss since they are unable to recognize that it is their obligation and that they are also not accountable to it.

The results also revealed that in terms of **Organizing and Filing Skills**, the said competency was “Moderately Developed”. Organizing all tasks and managing time, information and other resources skilfully obtained the highest weighted mean while operating and use modern office technologies with proficiency got the lowest weighted mean. This implies that they could not manipulate and utilize new technologies proficiently.

In terms of **Dependability** Skills, it was “Moderately Developed”. The respondents got the highest weighted mean terms of work with maximum flexibility in multi-tasking environment and obtained the lowest weighted mean in terms of equip with skills to pursue lifelong learning and keep abreast with the development within the field. The result implies that the BSOA graduating students lacked the necessary competencies to prepare them for lifetime learning, and they still need to learn and stay current with whatever changes are occurring in their field.

Conclusions

Based on the findings, the researchers came up with the following conclusion:

Study reveals that the assessment of skills and competencies of the BSOA graduating students in terms of knowledge and expertise was “Moderately Developed”. It means that the BSOA graduating students’ knowledge and expertise were developed but still needs improvement particularly in their transcribing skills where they got the lowest result. While in terms of their logical and critical thinking, it reveals that they “Moderately Developed” the said skill and competency but still needs improvement particularly in their initiative to work without direct supervision from their boss. On the other hand, the BSOA graduating students’ skills and competency in terms of organizing and filing skills was “Moderately Developed”. It implies that the respondents still need improvement especially in the aspect of their proficiency in operating and using

of modern technologies. And in terms of their dependability skills, which was interpreted as “Moderately Developed”. It means that the BSOA Graduating students’ dependability skills were developed but still needs improvement particularly in equipping with skills to pursue lifelong learning and keep abreast with the development within the field. The overall assessment of skills and competencies of the BSOA graduating students was “Moderately Developed”. It implies that BSOA graduating students are not yet prepared for the workplace because the skills and competencies needed for employability are less developed.

Recommendations

Based on the conclusions drawn from the study, the researchers came up with the following recommendations:

1. The administration and faculty of the BSOA program should focus on the skill and competencies presented that are rated moderately develop, fairly develop and not develop to be highly developed by the students after graduation.
2. The administration and faculty of the BSOA program is encouraged to conduct relevant seminars and trainings to improve and enhance their skills and competencies in terms of Knowledge and Expertise, Logical and Critical Thinking, Organizing and Filing Skills and Dependability Skills.
3. Consider the proposed training program of the researchers that would help improve the Transcribing Skills, Initiative, Technology Skills and

Lifelong learning Skills which got the lowest results from the BSOA graduating students.

4. Future researchers are encouraged to conduct similar studies involving the BSOA faculty, deans and instructors as respondents as well as for the students to have actual evaluation to strengthen the validity of the study.
5. Future researchers are encouraged to conduct similar studies utilizing all the competencies as speculated in the CMO of the BSOA Program.

**Proposed Training Program for the Improvement of the Skills and
Competencies of the Bachelor of Science in Office Administration
Graduating Students**

Rationale

Enhancing the skills, competencies, personal attributes, enthusiasm, self-confidence and knowledge that are needed in the work place, makes graduates more employable and likely to be successful in their chosen careers, which benefit themselves, the workforce, the community and the economy. During this time, through the guidance of the mentor the students will learn to work with people, develop communication skills and learn how to get things done.

In the BSOA program, the Commission on Higher Education sets skills and competencies standards so as making the BSOA graduates possess the necessary skills and become proficient enough in the field of secretarial. It is therefore necessary for Educational institutions such as Bohol Island State University-Bilar Campus that offer this course to review and examine if these competencies set by CHED are integrated in the curriculum.

Based on the result of the study, the BSOA graduating students' skills and competencies are less developed and need improvement based on the standards of the Commission on Higher Education. Hence, researchers realized the need to come up a training program to improve and enhance the skills and

competencies of the BSOA graduating students. As well as to the teachers on how they can assess the students and what strategy they could imply.

Objectives:

The implementation of the proposed training program is hoped to achieve the following objectives:

1. To improve students skills and competencies identified by the Commission on Higher Education for the BSOA Program.
2. To guide students training in the conduct of their future training programs to improve their skills and competencies.
3. To help BSOA teachers to improve their students skills and competencies.

Mechanics of Implementation

This proposed training program will be presented to the BSOA advisers and will serve as guide to the BSOA students. Additional comments and suggestions from the authorities regarding the proposed training program will be accepted and discussed for the improvement of plans for implementation.

Persons Involved

In order to realize the objectives of this training program, it requires the involvement of the BSOA administrators, faculty and students.

**PROPOSED TRAINING PROGRAM FOR THE IMPROVEMENT OF THE SKILLS AND COMPETENCIES OF THE
BACHELOR OF SCIENCE IN OFFICE ADMINISTRATION GRADUATING STUDENTS**

Areas of Concern	Objectives	Strategies	Proposed Seminar	Persons Involved	Time Allotment	Success Indicator
Knowledge and Expertise	-To improve and enhance the accuracy and speed in transcribing of the BSOA graduating students	-Conduct a seminar regarding the enhancement of the speed and accuracy in transcribing stenography.	-Transcribing Skills Enhancement of the BSOA students Seminar	- BSOA administrators, faculty and students.	-If possible before their On-the-job training program	-The BSOA graduating students were able to improve their speed and accuracy in transcribing stenography.
Logical and Critical Thinking	-To develop the initiative of the BSOA graduating students to work without direct supervision from their boss	-Conduct a seminar regarding taking initiative in the workplace lead to professional development and improved career	-Taking Initiative – Career Development Seminar	- BSOA administrators, faculty and students.	-If possible before their On-the-job training program	-The students were able to improve their initiative and can take responsibility for their own success.

<p>Organizing and Filing Skills</p>	<p>-To improve and enhance the proficiency of the BSOA graduating in operating and using of modern office technologies</p>	<p>- Conduct a seminar regarding the training in operating and using of modern office technologies</p>	<p>-Office Technology Skills Training Seminar</p>	<p>- BSOA administrators, faculty and students.</p>	<p>-If possible before their On-the-job training program</p>	<p>-The students will be trained in operating and using the office modern technologies with proficiency</p>
<p>Dependability Skills</p>	<p>-To enhance and improve the BSOA graduating students in employability and competitiveness and a sense of personal development.</p>	<p>-Conduct a seminar regarding the development</p>	<p>-Importance of Lifelong Learning and Workplace Training</p>	<p>- BSOA administrators, faculty and students.</p>	<p>-If possible before their On-the-job training program</p>	<p>-The students were able to gain knowledge on how important professional growth and development in a workplace.</p>

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APPENDIX A

Questionnaire



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol



COLLEGE OF TECHNOLOGY AND ALLIED SCIENCES

"Self-Assessment of Skills and Competencies of BSOA Graduating Students:
Basis for a Proposed Training Program"

NAME (optional):

Course, Year & Section:

Age:

18-19

20-21

22-23

24 and above

Gender:

Female

Male

Civil Status:

Single

Married

Others

DIRECTION: Please put a check that correspondent to your answer.

Use the legend below as your guide.

4- Highly Develop (80% to 99% developed)

3- Moderately Develop (50% to 79% developed)

2- Fairly Develop (49% and below developed)

1- Not Develop (when the competency is not developed)

Assessment of the respondent as regard to skills and competencies of BSOA Graduating students in terms of:	4 (HD)	3 (MD)	2 (FD)	1 (ND)
I. Knowledge and Expertise				
1. Use of computer productively.				
2. Encode at the rate of 40-45 words a minute.				
3. Take at the rate of at least 60 words a minute and transcribe with 98% accuracy.				
4. Speak, listen, and write effectively.				
II. Logical and Critical Thinking				
1. Assume responsibility without direct supervision.				
2. Think critically, correctly and logically.				
3. Make intelligent decisions within the scope of assigned authority.				
III. Filing and Organizing Skills				
1. File using manual or electronic filing system.				
2. Operate and use modern office technologies with proficiency.				

3. Organize all tasks and manage time, information and other resources skilfully.				
IV. Dependability Skills				
1. Demonstrate acceptable human relations skills as they relate people with diverse culture.				
2. Equip with skills to pursue lifelong learning and keep abreast with the development within the field.				
3. Work with maximum flexibility in multi-tasking environment				

APPENDIX B
Letters



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol

VISION: A premier S&T university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the Country.

MISSION: BISU is committed to provide quality higher education in the arts & sciences, as well as in professional & technological fields; undertake research & development, & extension services for the sustainable development of Bohol & the country.

October 25, 2021
DR. MARIETTA C. MACALOLOT
Campus Director
BISU-Bilar

Dear Dr. Macalolot:
Good day!

We, the junior students of Bachelor of Science in Office Administration of Bohol Island State University, Zamora, Bilar, Bohol is currently undertaking a research study for our thesis entitled, **“SELF-ASSESSMENT OF SKILLS AND COMPETENCIES OF BSOA GRADUATING STUDENTS: BASIS FOR A PROPOSED TRAINING PROGRAM”** in partial fulfillment of our subject **OA Research 2**.

In this connection, we would like to ask permission to gather data and information needed for the study. Rest assured that utmost courtesy and confidentiality of the data will be observed during the conduct.

Thank you. God bless and more power.

Very truly respectfully yours,
(Sgd.) ANCOG, HAZEL JOYCE F.
(Sgd.) CALAMBA, CHERRY LYN B.
(Sgd.) CINCO, CRYSEL E.
(Sgd.) CIROY, RICHELLE T.

Noted by:
(Sgd.) JOAN MAE G. LAGUMBAY, MSBA
Thesis Adviser

Approved by:
(Sgd.) MARIETTA C. MACALOLOT, Ph.D.
Campus Director



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol



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October 28, 2021

ARLEN B. GUDMALIN, Ph.D.

Dean, CTAS

BISU-Bilar Campus

Greetings of goodwill;

We, the undersigned Bachelor of Science in Office Administration 4th year students of Bohol Island State University-Bilar Campus will be conducting a thesis entitled, **“SELF-ASSESSMENT OF SKILLS AND COMPETENCIES OF BSOA GRADUATING STUDENTS: BASIS FOR A PROPOSED TRAINING PROGRAM”**.

With this, we humbly request permission from your office to allow us to conduct the study and gather the data needed.

We assure that these undertakings will follow the health protocols set upon by the University in the distribution and retrieval of the data for safety purposes for both parties.

Thank you and we are hoping for your favorable response regarding to this request.

Very truly respectfully yours,

(Sgd.) ANCOG, HAZEL JOYCE F.

(Sgd.) CALAMBA, CHERRY LYN B.

(Sgd.) CINCO, CRYSEL E.

(Sgd.) CIROY, RICHELLE T.

Noted by:

(Sgd.) JOAN MAE G. LAGUMBAY, MSBA

Thesis Adviser

Approved by:

(Sgd.) ARLEN B. GUDMALIN, Ph.D.

Dean, CTAS



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol



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MISSION: BISU is committed to provide quality higher education in the arts & sciences, as well as in professional & technological fields; undertake research & development, & extension services for the sustainable development of Bohol & the country.

October 28, 2021

MARJORIE T. CAYBOT

School Registrar

BISU-Bilar Campus

Greetings of goodwill;

We, the undersigned Bachelor of Science in Office Administration 4th year students of Bohol Island State University-Bilar Campus will be conducting a thesis entitled, "**SELF-ASSESSMENT OF SKILLS AND COMPETENCIES OF BSOA GRADUATING STUDENTS: BASIS FOR A PROPOSED TRAINING PROGRAM**" in this regard; we humbly ask permission from your good office to get a copy of the list of 4th year BSOA students enrolled at this semester, school year 2021-2022.

May this request merit your approval.

Thank you so much and God bless.

Very truly respectfully yours,
(Sgd.) **ANCOG, HAZEL JOYCE F.**
(Sgd.) **CALAMBA, CHERRY LYN B.**
(Sgd.) **CINCO, CRYSEL E.**
(Sgd.) **CIROY, RICHELLE T.**

Noted by:

(Sgd.) **JOAN MAE G. LAGUMBAY, MSBA**
Thesis Adviser

Approved:

(Sgd.) **MARJORIE T. CAYBOT**
School Registrar



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol



VISSION: A premier S&T university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the Country.

MISSION: BISU is committed to provide quality higher education in the arts & sciences, as well as in professional & technological fields; undertake research & development, & extension services for the sustainable development of Bohol & the country.

November 1, 2021

RECHEL A. BUBULI, MPA

Chairperson, BSOA

BISU-Main Campus

Dear Mrs. Bubuli:

Good day!

We, the undersigned Bachelor of Science in Office Administration 4th year students of Bohol Island State University-Bilar Campus will be conducting a thesis entitled, “**SELF-ASSESSMENT OF SKILLS AND COMPETENCIES OF BSOA GRADUATING STUDENTS: BASIS FOR A PROPOSED TRAINING PROGRAM**”, in partial fulfillment of the requirements for the degree of BS Office Administration.

In this connection, we would like to ask permission to allow us to conduct pilot testing of our utilized questionnaires from your department with the 30 selected BSOA graduating students as our respondents for its validity. We will make sure to observe health and safety protocols and by that we will utilize the online platform specifically the google forms as means of gathering data considering of the pandemic. Your approval is a great contribution for the success of this activity to a better development of our study.

We are hoping for your favorable response on this matter. Thank you and more power.

Very truly respectfully yours,
(Sgd.) **ANCOG, HAZEL JOYCE F.**
(Sgd.) **CALAMBA, CHERRY LYN B.**
(Sgd.) **CINCO, CRYSEL E.**
(Sgd.) **CIROY, RICHELLE T.**

Noted by:

(Sgd.) **JOAN MAE G. LAGUMBAY, MSBA**

Thesis Adviser

Approved:

(Sgd.) **RECHEL A. BUBULI, MPA**

Chairperson



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol



REQUEST LETTER
COLLEGE OF TECHNOLOGY AND ALLIED SCIENCES

TO WHOM IT MAY CONCERN,

Good day!

We the fourth-year college students taking up Bachelor of Science in Office Administration are doing a research study entitled, “**SELF-ASSESSMENT OF OF SKILLS AND COMPETENCIES OF BSOA GRADUATING STUDENTS: “BASIS FOR TRAINING PROGRAM ENHANCEMENT”**”. In relation to this, we would like to ask your cooperation in answering our provided questionnaire.

We would like to request you to answer this questionnaire as honestly as you can. Rest assured that your answer will be treated with confidentiality.

Thank you very much for your cooperation.

Very truly yours,
(Sgd.) ANCOG, HAZEL JOYCE F.
(Sgd.) CALAMBA, CHERRY LYN B.
(Sgd.) CINCO, CRYSEL E.
(Sgd.) CIROY, RICHELLE T.
Student Researchers

Noted:

(Sgd.) JOAN MAE G. LAGUMBAY, MSBA
Thesis Adviser

Recommending Approval:

(Sgd.) MAE S. DAGUPAN
Chairperson

Approved by:

(Sgd.) ARLEN B. GUDMALIN, Ph.D.
Dean

APPENDIX C

CHED Memorandum Order (CMO) No.19, series of 2017, entitled "Revised Policies and Standards for Bachelor of Science in Office Administration", Article IV, Section 5 5.2

6.3.6 Engage in lifelong learning to keep abreast of the development in the international employment market.

6.4 Common to a horizontal type as defined in CMO No. 46 s. 2012

A graduate of BSOA should be able to:

- 6.4.1 For professional institutions: Demonstrate a service orientation in their profession.
- 6.4.2 For colleges: Engage in various types of employment, development activities, and public discourses, particularly in response to the needs of communities that one serves.
- 6.4.3 For universities: Generate new knowledge using research and development projects.

Graduates of State Universities and Colleges must, in addition, acquire the competencies to support "national, regional, and local development plans." (RA 7722). A Private Higher Education Institution, at its option, may adopt mission-related program outcomes that are not included in the minimum set.

Section 7. Sample Performance Indicators

- a. Schedule meetings, events, needed logistics, and arrange conference room.
- b. Coordinate program of activities with participants.
- c. Observe proper housekeeping and office ergonomics.
- d. Exhibit foresight in planning office activities.
- e. Maintain office procedures in all activities.
- f. Work effectively and independently in multi-disciplinary and multi-cultural teams.
- g. Exhibit proficiency in the use of the computer and other IT software.
- h. Receive and relay telephone, email, and other voice communications promptly.
- i. Take dictation at the rate of 60 wpm with 98% accuracy in transcription.
- j. Encode mailable correspondence and reports at the rate of 40-45 words a minute.
- k. Edit correspondence, reports, drafts, memos, and emails.
- l. Update company information boards.
- m. Manage calendar of the boss.
- n. Communicate effectively using both English and Filipino orally and in writing.
- o. File using manual or electric filing system.
- p. Refer the general public to the appropriate staff.
- q. Serve as public relations officer of the company.
- r. Assist in resolving administrative problems.
- s. Join professional organizations and attend seminars and conferences for office professionals.
- t. Enroll in graduate studies.



APPENDIX D

Raw Data

Demographic Profile of the Respondents

Respondent No.	Age	Gender	Civil Status
1	2	2	1
2	2	2	1
3	2	2	1
4	4	2	1
5	2	2	1
6	3	2	1
7	3	2	1
8	3	2	1
9	3	2	1
10	2	2	1
11	3	2	1
12	3	2	1
13	3	2	1
14	2	2	1
15	3	2	1
16	3	2	1
17	2	2	1
18	2	2	1
19	3	2	1
20	3	2	1
21	2	2	1
22	3	2	1
23	2	2	1
24	4	1	1
25	3	2	1
26	2	2	1
27	2	2	1
28	2	2	1
29	2	2	1
30	2	2	1
31	3	2	1
32	3	2	1
33	2	2	1
34	3	2	1
35	2	2	1
36	2	2	1

37	3	2	1
38	2	2	1
39	2	2	1
40	2	2	1
41	2	2	1
42	2	2	1
43	2	2	1
44	2	2	1
45	2	2	1
46	3	2	1
47	3	2	1
48	2	2	1
49	2	2	1
50	2	2	1
51	2	2	1
52	2	2	1
53	3	2	1
54	3	2	1
55	3	2	1
56	2	2	1
57	3	2	1
58	3	2	1
59	2	2	1
60	3	2	1
61	2	2	1
62	3	2	1
63	3	1	1
64	3	2	1
65	4	2	1
66	3	2	1
67	3	2	2
68	2	2	1
69	2	2	1
70	2	2	1
71	2	2	1
72	3	2	1
73	2	2	1
74	4	1	1
75	2	2	1
76	3	2	1
77	2	2	1
78	3	2	1
79	2	2	1
80	4	1	1
81	2	2	1

82	3	2	1
83	3	2	1
84	2	2	1
85	3	2	1
86	3	2	1
87	2	2	1
88	3	2	1
89	3	2	1
90	2	2	1

LEGEND:

1= 18-19

2= 20-21

3= 22-23

4= 24 and above

GENDER:

1= Male

2= Female

CIVIL STATUS:

1= Single

2= Married

3= others

Assessment of Skills and Competencies of BSOA Graduating Students

N= 90

RESPONDENT NUMBER	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
1	3	2	2	3	3	3	3	3	3	3	3	3	3
2	2	2	3	3	3	3	4	3	2	3	3	4	4
3	3	3	3	3	2	2	3	3	3	3	2	2	2
4	3	3	2	3	3	2	3	3	3	4	3	3	3
5	3	3	3	3	4	4	4	4	3	4	3	3	3
6	4	3	3	3	3	3	3	3	3	4	4	4	3
7	3	3	2	3	3	3	3	4	3	3	3	3	3
8	3	4	3	2	3	3	4	4	3	4	3	3	3
9	4	3	3	3	3	3	3	4	4	4	3	3	3
10	4	4	3	3	3	3	3	3	3	3	2	2	3
11	3	2	2	3	3	3	3	4	3	4	4	4	4
12	4	3	3	4	4	4	4	4	4	4	4	4	4
13	3	2	2	3	3	3	2	3	3	3	3	3	3
14	4	4	3	4	4	4	4	3	3	4	3	4	4
15	3	3	3	3	3	3	3	3	2	3	2	3	2
16	3	3	2	2	3	3	4	3	3	4	3	3	3
17	3	3	3	3	3	3	3	3	3	3	3	3	3
18	3	3	3	3	3	3	3	3	3	3	3	4	4
19	3	2	3	3	3	3	3	3	3	3	3	3	3
20	4	3	3	4	3	3	3	3	3	3	3	3	4
21	3	3	3	4	4	4	4	3	3	4	3	3	3

22	4	3	3	3	3	3	3	3	3	3	3	3	3
23	3	2	3	3	3	3	3	3	3	3	3	3	3
24	4	4	2	2	3	2	3	2	3	4	3	2	4
25	4	3	3	3	4	4	4	3	3	3	3	3	4
26	3	3	3	4	3	3	3	3	4	4	4	3	3
27	3	4	2	3	3	2	3	2	3	2	2	2	3
28	3	3	3	3	3	3	3	3	3	3	3	3	3
29	3	3	3	3	3	3	3	2	3	3	3	3	3
30	3	2	2	2	2	4	2	3	3	3	2	3	2
31	3	3	3	3	3	3	3	3	3	3	3	3	3
32	4	3	2	3	3	3	3	4	3	3	3	3	3
33	4	3	3	3	3	3	4	4	3	3	3	3	4
34	3	4	3	3	3	2	3	3	2	2	2	3	3
35	3	3	3	3	3	3	3	3	3	2	3	3	3
36	2	3	2	2	2	2	3	2	2	3	2	2	4
37	3	3	2	4	4	4	4	3	3	4	4	4	4
38	4	3	3	4	4	4	3	3	3	4	3	3	3
39	4	3	4	3	3	4	3	3	2	3	3	3	3
40	3	3	2	3	3	3	3	3	3	3	3	3	3
41	3	3	2	3	3	3	3	3	3	2	3	2	3
42	2	3	2	2	2	2	2	2	2	2	2	2	2
43	3	3	2	3	3	3	3	4	3	3	3	3	3
44	4	4	3	4	3	4	3	2	4	4	4	4	4
45	3	3	2	2	2	2	2	3	3	2	2	3	3
46	4	3	2	3	3	3	3	3	3	4	4	3	4
47	3	3	2	3	4	4	3	3	3	4	4	3	3

74	3	3	3	3	3	3	3	3	2	3	3	3	3
75	3	2	2	2	3	3	3	3	3	3	3	3	3
76	3	3	3	3	3	3	3	3	3	3	3	3	3
77	4	3	2	2	3	3	3	3	2	3	3	2	3
78	4	3	3	3	4	4	4	3	3	3	4	4	3
79	3	3	3	3	4	4	3	3	2	4	3	3	3
80	3	2	2	4	3	4	3	3	2	3	4	3	4
81	3	3	3	3	3	3	3	3	3	3	3	3	3
82	3	2	2	3	2	3	3	3	3	3	3	3	3
83	3	2	3	2	2	2	3	3	3	3	2	3	3
84	4	4	3	3	3	3	4	4	4	3	3	3	2
85	3	3	3	3	3	3	3	2	3	3	3	3	3
86	2	2	3	3	4	4	4	4	4	4	4	3	3
87	3	3	2	2	3	3	3	2	3	3	3	3	3
88	3	3	3	3	3	3	3	3	3	3	3	3	3
89	4	3	3	3	3	3	4	3	3	3	3	3	3
90	1	2	1	4	4	4	4	1	2	4	4	4	4

LEGEND:

1= Not Develop

2= Fairly Developed

3= Moderately Developed

4= Highly Developed

RESEARCHER'S BIODATA



PERSONAL INFORMATION

Name: **HAZEL JOYCE F. ANCOG**
Address: Poblacion, Bilar, Bohol
Date of Birth: June 06, 2000
Civil Status: Single
Citizenship: Filipino
Parents: Anamie F. Ancog
Gualberto L. Ancog

EDUCATIONAL BACKGROUND

Elementary: Bilar Central Elementary School
Poblacion, Bilar, Bohol
2011-2012
Secondary: Bohol Island State University- Bilar
Zamora, Bilar, Bohol
2015-2016
Tertiary: Bohol Island State University-Bilar
Zamora, Bilar, Bohol
2021-2022
Bachelor of Science in Office Administration

RESEARCHER'S BIODATA

PERSONAL INFORMATION

Name: **CHERRY LYN B. CALAMBA**
Address: Bugang Norte, Bilar, Bohol
Date of Birth: May 11, 2000
Civil Status: Single
Citizenship: Filipino
Parents: Emeliano Calamba
Teresita Calamba



EDUCATIONAL BACKGROUND

Elementary: Bugang Elementary School
Bugang Norte, Bilar, Bohol
2011-2012

Secondary: Quezon High School- BNHS Annex
Quezon, Batuan, Bohol
2015-2016

Tertiary: Bohol Island State University- Bilar
Zamora, Bilar, Bohol
2021-2022
Bachelor of Science in Office Administration

RESEARCHER'S BIODATA



PERSONAL INFORMATION

Name: **CRYSEL E. CINCO**

Address: San Jose, Rodriguez,
Rizal

Date of Birth: June 8, 2000

Civil Status: Single

Citizenship: Filipino

Parents: Conrado A. Cinco Jr.
Sally E. Cinco

EDUCATIONAL BACKGROUND

Elementary: Kasiglahan Village Elementary School
San Jose, Rodriguez, Rizal
2011-2012

Secondary: Kasiglahan Village National High School
San Jose, Rodriguez, Rizal
2015-2016

Tertiary: Bohol Island State University (BISU)
Zamora, Bilar, Bohol
2021-2022
Bachelor of Science in Office Administration

RESEARCHER'S BIODATA

PERSONAL INFORMATION

Name: **RICHELLE T. CIROY**
Address: Yanaya, Bilar, Bohol
Date of Birth: November 26, 1998
Civil Status: Single
Citizenship: Filipino
Parents: Cesario L. Ciroy Sr.
Rosalina D. Ciroy



EDUCATIONAL BACKGROUND

Elementary: Yanaya Elementary School
Yanaya, Bilar, Bohol
2010-2011
Secondary: Bilar National High School
Yanaya, Bilar, Bohol
2014-2015
Tertiary: Bohol Island State University
Zamora, Bilar, Bohol
2021-2022
Bachelor of Science in Office Administration