PREPAREDNESS OF BSOA STUDENTS IN VIRTUAL OFFICE SETTING

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

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In Partial Fulfillment

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In Bachelor of Science in Office Administration

Annie Flor Pahayac

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APPROVAL SHEET

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ABSTRACT

This study focused on the Preparedness of BSOA students in Virtual Office setting among the 2nd year and 3rd year level college students of BISU- Bilar Campus, year 2021-2022, and was selected using the purposive sampling technique based on the result of the diagnostic test. The study employed descriptive design weighted mean to determine the preparedness of BSOA students in virtual office setting. The study revealed that, virtual office setting is effective for the BSOA students, but most of them are not prepared in doing online class and or in engaging virtual office setting type of learning. Thus, the study recommended that the government together with the concerned institutions, CHED and DICT may help and provide the students with the things they most needed, especially those who belong to indigent sector, who are doing online classes, for them to be prepared in Virtual Office Setting nature of learning.

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Rationale

In this current digital age where comfort and ease has brought and offered by technology, various organizations' operation and regular activities have shift over to virtual world, seeing an extra efficient and seamless operations. Being in this time where human race has been more connected, digital means are expected to be utilized in working and conducting business with the manpower, even in the comfort of their home space. As much as you can provide gadgets and strong stable internet connection, any operations are possible to progress from anywhere. As physical office space are less needed, virtual offices were brought into existence.

The thought of virtual office a few years ago was more conceived than the true situation, today’s workforce has evolved to embrace virtual offices. With the current change moving in favor of more virtual offices setting, many are encouraged to try it and are now used to it. Since technology has allowed workplaces to evolve more rapidly, and more people want flexibility in their hours and work location, virtual offices are going to become more of the rule rather than the exception, as time goes by, especially in this current time.

As the pandemic turned the world, and the world of education upside down, in a matter of days and, in some cases, overnight, students and teachers

were forced to adjust the way they taught, learned, and communicate. This new environment brings unique challenges to students, teachers, and parents. In the occurrence of these challenges, each of these affected ones, somehow demonstrated resilience and adaptability, but then challenges still remain in various sector. Students' needs and supply list increases due to the rise of virtual learning. Many of these items are expensive. To succeed in a virtual classroom, students need a computer, laptop, or chrome book. They also need access to a reliable internet connection. In this environment, privileged schools and students have a significant advantage.

Meanwhile, schools and students who lack access face significant barriers to learning. Putting together the problem, these same schools and students already struggled to access resources even before the pandemic. Aside from it, technology also has brought unfamiliarity that causes the problem to evolve among students. Forced into a remote classroom, students or even teachers, and parents are struggling to adapt. Only the privileged one, will feel the effectivity and contentment, when their instructors discuss a certain thing on how to use online platforms, those who struggles in access cannot feel it.

Difficulty concentrating is not new to the virtual classroom. At home, students face countless distractions. These include siblings, parents, pets, house chores, cellphones, and other devices. Many also lack a designated quiet workspace. Finally, distance and other communication barriers mean students may not know what to be expected in their studies. Unless a teacher makes it very clear and complete, students don’t know as they are just going with flow

with the things that's new to them. It is because they did not interact the way they were.

Since this study focuses on the preparedness of BSOA students in virtual office setting, the main purpose of this study is to determine how students perceived virtual office setting, how are they prepared in handling the said setting and how they see the effectivity of virtual classes. The researcher wants to measure if the BSOA students really are prepared and ready to cope up with virtual learning regardless of the challenges and limitations being faced. The researchers also want to come up and recommend, with the necessary preparations and actions that the concern institutions can do for the student to step-up into the virtual trend, to step out into their comfort zone in studying.

The researchers wanted to conduct this study for the benefit of the students, and teachers as well. For educating is one of the important things that was really affected by the current situation right now. And preparing for the "flexible learning" which includes virtual learning, is a must for a student to succeed in their study, for this school year and thereafter.

Literature Background

According to Dashveenjit Kaur (2020), this year has seen the most rapid change in the workplace, affecting firms all across the world. Employees, freelancers, small firms, and start-ups are seeking a more mobile and flexible workplace, and it appears that this approach is shaping the future office's look and feel.

Given that remote work was a crucial enabler of business and economic continuity during the shutdown and has been demonstrated to be achievable, many believed that the 'office of the future' will be an agile environment centered on flexibility, mobility, and remote working. Some may argue that as a home-based business owner, you may be missing out on some of the benefits of having a real workplace. Employers and employees can still take advantage of these perks and tailor their use to the company's needs with a virtual office.

The policy of the State was declared to expand and further democratize access to quality tertiary education through the promotion and application of open learning as a philosophy of access to educational services, and the use of distance education in Republic Act No. 10650, known as the "Open Distance Learning Act" of 2014 (an Act expanding access to educational service by institutionalizing open distance learning in levels of tertiary education and appropriating funds thereof). Electronic/Computer Technology and Virtual Classrooms – internet, CD-ROM, electronic mail, e-bulletin boards, podcasts, m-learning, i-lectures, e-learning, or online learning management systems are all examples of ways that Online Distance Learning programs can be delivered, according to Section 9 of the article.

In line with these, the state must identify virtual office setting learning as one method of expressing distant learning and provide actions and support to students and teachers who may be preparing for this setting.

The following readings served as the related literature of the study:

O'Neil in his Theories of Education and the Online Environment, pointed that those theories about learning are mostly derived from psychology. While psychology describes how people act, educational theory describes how people learn. An understanding of educational theories can assist us in the design and implementation of an effective online learning environment. Three prevalent theories are described in his theory including:

Behaviorism- Behavior theorist focus on observable behaviors, thus discounting independent activities of the mind. Behaviorism defines learning as nothing more than the acquisition of new behavior based on environmental conditions. The psychological theory of behaviorism is used as an educational theory when the learning experience is based on a stimulus and a response and by rewarding behavior that will meet the educational goal and ignoring (or correcting) behavior that is not goal directed.

Social Cognitive Theory (SCT) – In SCT, information is stored in schema. As new information is internalized, it is compared with existing information and knowledge. The schemes are then reorganized to accommodate the new information and thought patterns are altered. Sensory input is stored for several seconds, and the information disappears unless it is deemed important. If deemed important, the information will be stored in short-term memory. If the information continues to be important, it will be moved into long-term memory. Cognitive theory is used in the traditional classroom to impart information from the teacher to the student. The responsibility for learning lies with the student, and;

Constructivism – learning focuses on interpreting the world and in constructing meaning. Learning is active and reflective which means there is doing, then reflecting about the doing and then rethinking about the doing. Action and reflection enable the student to integrate new knowledge with existing knowledge and experiences so that complex mental models can form. Learning is authentic, complex, and contextualized, resembling real-life experiences. Constructivist learning is process oriented and emphasizes collaboration and conversation among learners and teachers.

According to Sopu, et al. (2016), digital learning readiness refers to the measures of the degree to which a nation, country or economy is prepared to obtain benefits from digital education technologies (as cited in Blayone, 2018).

Higher Education Institutions (HEIs') pivot to modified forms of online learning attempts to concretize the government's stance to continue learning despite the pandemic. As the Philippine's Department of Education (DepEd) Secretary, Leonor Briones quipped, "Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war" (Department of Education, 2020). The Philippines' Commission on Higher Education (Ched), on the other hand, advised HEIs to continue the "deployment of available flexible learning and other alternative modes of delivery in lieu of on-campus learning" (Commission on Higher Education, 2020). These pronouncements aim to encourage the continuance of learning. Without implementing rules and regulations, however, private HEIs are left to make their own policies.

Many educators believe that technology has the ability to address many of the difficulties connected with the cultural change in attitude and delivery of education, because the online world has offered a platform for educators to share knowledge, provide consultation, and guidance (Woollard, 2011). (Franklin & Peat, 2001). The transformation of teaching and learning in higher education is unavoidable, given the growing understanding of the potential of the internet and communications technology (ICT) to connect learners with other learners as well as instructors, and to provide interactive and engaging learning experiences. As new educational technology become available, rethinking traditional teaching and learning processes becomes increasingly important as resources grow scarce and demand for higher education of higher quality rises substantially.

Virtual classrooms appear to be just as effective as traditional face-to-face classrooms at meeting the needs of students of various levels and types, making them a realistic and reasonable option for the future of education. Students in virtual classrooms improved their problem-solving, critical thinking, and written communication skills, according to Marjanovic (1999). Furthermore, when it comes to lecturing, synchronous virtual classrooms have an advantage over traditional classes. Students can type questions and comments during an interactive synchronous lecture without disturbing the presenter. Because all students may see the questions, they benefit both the students who ask them and the entire class. This helps kids or students develop critical thinking abilities by encouraging them to ponder on the questions and come up with their own responses. It can also alert them to content they may have overlooked and

provide information once the question has been answered. Students can also use text comments to see how their colleagues are doing in class and compare their own progress.

Sun and Chen (2016) conducted a study on the effectiveness of online education, in which the authors state that it is dependent on well-designed course content and well-prepared instructors, along with a motivated interaction between the instructors and their learners;

The first problem is that online learning is only available to students who have access to a fast enough broadband connection at home. While network operators have largely succeeded in maintaining services and effectively utilizing pre-existing capacity during lockdown phases (OECD, 2020), there are still geographical areas and population groups that are underserved, particularly in rural and remote areas and among low-income groups. In many OECD countries, for example, fewer than half of rural households are located in areas with adequate fixed broadband speeds. Furthermore, children must have access to devices such as laptops and the associated software in order to participate in online learning activities, which can be difficult for low-income families.

Several obstacles to implementing online education in underdeveloped nations were identified. The low acceptance of e-learning was attributed to a lack of awareness, low computer literacy, unreliable platform and Internet services, and the high cost of implementation, according to a survey of staff and students from three Nigerian universities (Folorunso, Ogunseye, & Sharma, 2006). While

there are numerous encouraging signals, some obstacles are impeding Thailand's adoption of e-learning. First, students stated that they had restricted computer access and that Internet quality varies, especially at home (Siritongthaworn et al., 2006). According to Jalli (2020), students in Southeast Asia have significant hurdles when it comes to studying online due to a lack of internet connectivity.Teachers and students in Cambodia, for example, particularly in remote regions, lack dependable internet connectivity and are unable to use modern technologies, making online learning a difficult, if not frustrating, experience for many (Flynn & Himel, 2020).

Despite the Ministry of Education, Youth and Sport's (MoEYS) efforts to provide online learning opportunities by broadcasting video lessons on television and other online platforms such as the MoEYS Facebook page, YouTube channel, and e-learning website, the number of students who have used online learning remains low (UNESCO, 2020). According to Muilenburg and Berge (2005), the barriers to online learning from student side included various technical skills; costs involved; access to the internet; motivation levels of the learners; administrative problems; social relations; academic and theoretical skills; time and provision for studies; and technical problems. In another study, Young (2006) explored student views of online instruction in the different courses in higher education and found that effective online teaching was dependent on several factors including – student needs and how the teachers adapt to them, use of relevant examples, motivation of the students to give their best in the online class, effective course facilitation, effective teacher communication, course

delivery, and demonstrating a concern for student learning.

Many students, particularly Cambodian students, are at risk of falling behind in their studies or facing additional problems as a result of the COVID-19 issue, which has replaced physical classrooms with online learning (see Sun, 2020).

Students from low-income households cannot afford a broadband connection or the necessary gadgets to support their online study, such as computers, laptops, or tablets. Instead, they use cellphones to access classes and learning materials, as well as to complete assignments and take tests (Chea et al., 2020). Navarro and Shoemaker (2000) discovered that, regardless of background variables, student learning outcomes for online learners were as excellent as or better than traditional learners, and that students were very satisfied with online learning.

Bond (2004) found that the bottom one-third of students fared significantly better in the face-to-face context than in the online setting in a descriptive analysis. Only a few more studies concentrating exclusively on low-income or academically underprepared students were found in a larger search of the scholarly literature on online learning efficacy.

According to Hartley and Bendixen (2001), a virtual or online learning environment that is student-centered requires greater active participation from the learner. Students must take responsibility for their own learning, improve their time management skills (Hill, 2002; Roper, 2007), learn to keep up with the

speed of the class and complete tasks on time (Discenza et al., 2002), and be active participants in class instructions (Garrison et al., 2004). Bangert (2006a, b) employed the dimensions of student and faculty interaction, time spent on task, active learning, and student cooperation to build an instrument to evaluate online teaching efficacy based on responses from Montana State University online students.

Among the many advantages of online learning, you'll find that it allows you to have a more flexible schedule, lowers the expense of your degree, and makes it easier to advance your work while continuing your education. In terms of learning, the technologies used in the virtual classroom are far superior to those used in a traditional classroom. Students benefit from interactive learning approaches and web-based technologies that are not available in a typical classroom setting. It facilitates communication between teachers and students by utilizing a variety of communication methods, including video conferencing, screen sharing, and a real-time option for video participation, which allows students to provide the greatest input. Activity groups can also be formed to encourage peer coordination (Haq, Shahzad, Ahmed, Hussain, & Sajid, 2018). When compared to traditional learning, online learning has a lot of advantages. The findings demonstrated that online learning encourages pupils to think creatively. They learn to tackle their academic challenges independently and with a focus on the future by gathering appropriate information from a variety of online sources. As part of a student's mental development, it cultivates healthy learning habits. Virtual learning's practical value is demonstrated by the in-depth

information and positive attitude toward learning (Varzaneh & Baharlooie, 2015). A research was conducted in Iran to compare online learning with lecture-based learning; the outcomes clearly indicated that online learning design was more effective if compared to lecture-based learning. It also revealed that respondents relied extensively on cellphones and mobile data to connect to the internet, which is consistent with Callo & Yazon's findings (2020). According to their findings, Philippine students rely extensively on cellphones and mobile data to connect to the internet and participate in online learning. Students will need a desktop computer, laptop, smartphone, or smart device, as well as an internet connection and online learning platforms (software/mobile apps) to prepare for online learning. During the online learning process, technology is crucial and plays a key role (Rafique et al, 2021).

Various technical skills; costs involved; access to the internet; motivation levels of the learners; administrative problems; social relations; academic and theoretical skills; time and provision for studies; and technical problems were among the barriers to online learning identified by Muilenburg and Berge (2005). Young (2006) investigated student perceptions of online instruction in various higher education courses and discovered that effective online teaching was dependent on a number of factors, including student needs and how teachers adapt to them, use of relevant examples, student motivation to give their best in the online class, effective course facilitation, effective teacher communication, course delivery, and demonstrating a concern for student learning.

The trend towards the use of virtual office setting in learning with various

sector is gaining momentum. Virtual learning environment, being the latest potential innovation of attaining the new normal way of education in this current situation has been helpful to everyone's operations and communication by the means of technology.

Coronavirus disease 19 (COVID-19) outbreak ravaging the globe has shaken the world’s educational system, but at the same time it has presented both opportunities and challenges on institutions of higher learning. Higher Education Institutions (HEIs) in the country and around the world must respond proactively to the disruption brought by the pandemic. In March 2020, COVID-19 has resulted in school closure in the country. Consequently, there was a radical change in education giving rise to online learning, whereby teaching is undertaken virtually on digital platforms (Moralista & Oducado, 2020).

Amid COVID-19 situation, the Philippine Commission on Higher Education (CHED) prepares for the new normal in tertiary education. One of the recommendations of the CHED for State Colleges and Universities (SUCs) is the adoption of flexible learning. Although according to CHED, flexible learning may not necessarily mean that instruction will be delivered purely online, online education is an inevitable option to decongest classrooms amid physical or social distancing protocol and help mitigate COVID-19 transmission in schools when SUCs start to open their campuses and begin classes again. While it may be argued that complete online modality of the instruction can be feasible and even though Filipinos are among the top users of Internet worldwide, the lack of preparation of faculty members amd students to conduct online classes along

with the problem long before on poor internet connection in the country pose challenges in the adoption of online education in the Philippine context.

Virtual classrooms commonly known as web-conferencing or e-conferencing systems allow real time communications in which multiple users can simultaneously interact with each other via the Internet to conduct meetings and seminars, lead discussions, make presentations and demonstrations, and perform other functions. Virtual classrooms allow students and instructors to communicate synchronously using features such as audio, video, text chat, interactive whiteboard, application sharing, instant polling, emoticons, and breakout rooms (Rockinson-Szapkiw & Walker, 2009).

Martin Parker and Deale (2012) studied the importance of interaction within a synchronous virtual classroom. Their results suggested that live communication in a synchronous virtual classroom definitively enhanced interaction. Most virtual classroom technologies have a content frame to share the instructor's files, an electronic/interactive whiteboard for instructors and students to write or draw, breakout rooms for group activities, text chat to interact using words and emoticons, and audio chat to talk via a microphone or telephone with the instructor and other students. Instructors can administer student polls, share their desktop, or have the students share their own desktops through application sharing. Websites can be displayed for students, and, with stable Internet bandwidth, webcams can be used so students and instructors can see each other. The entire virtual classroom session can be archived for later use. In recent versions, students can also download archived class sessions. In some

cases, students with audio difficulties can dial in using pre-established telephone numbers. Instructors can even call on students to use the electronic/interactive whiteboard, share their webcam, or speak via the microphone. Cook, Annetta, Dickerson and Minogue (2011) supported the use of synchronous audio chat and text chat in their study. LaPointe, Greysen and Barrett (2004) found that audio and visual components in synchronous systems help to bridge cultural differences and create communities of practice.

Cao, Griffin and Bai (2009) suggested that online interaction effectively raises student satisfaction. In addition, Motteram (2001) stated that "synchronous tools are more effective for the 'social' side of education". Park and Bonk (2007) listed the major benefits of using a synchronous virtual classroom as: providing immediate feedback, encouraging the exchange of multiple perspectives, enhancing dynamic interactions among participants, strengthening social presence, and fostering the exchange of emotional supports and supplying verbal elements. Lietzau and Mann (2009) found synchronous web-conferencing to be an "enhancement to learning in the online environment". Students believed they learned more and earned higher marks when engaged in synchronous classrooms, which offer them an increased opportunity to interact with faculty and other students (Lietzau & Mann, 2009). The availability of technology and expertise with technology plays an important role for faculty adopting virtual classroom technology. However, the synchronous virtual classroom is an easy-to-use tool, and requires minimal training for instructors to begin using. With regard to social factors, peer support and the ability to promote a sense of community

were important. In contrast to the organizational and social factors, personal factors were more inclined to influence faculty to adopt synchronous virtual classrooms.

For instance, the desire to enhance student learning, improve one's teaching, acknowledge the value of synchronous interaction, and respond to personal motivation were rated as very important. Loch and Reushle (2008) explained that it is important for synchronous technology not to be adopted for the sake of adopting and using technology but because the benefits and pedagogical implications of using it are clearly made aware to the instructors who are adopting them. The personal factors, such as enhancing student learning, and improving one's teaching, all address this.

As part of this progression, Universities have increasingly adopted Virtual Learning Environments (VLE) that enable learners and tutors to communicate efficiently for learning purposes. Despite the increase in e-learning use after COVID-19, many obstacles arose during the adaptation process. According to our survey: lectures and training sessions were not conducted as per the curriculum (56.33%); both students and instructors' academic behavior and attitude changed (48.33%); engagement, satisfaction, and motivation in class were rated low (5.93, 6.33, and 6.54 out of 10 accordingly), compared to the desired ones. Still, participants accredited e-learning as a potential mandatory tool (77.67%) and pinpointed the qualifications that in their opinion will maximize educational impact (Basim Alsaywid et al., n.d.)

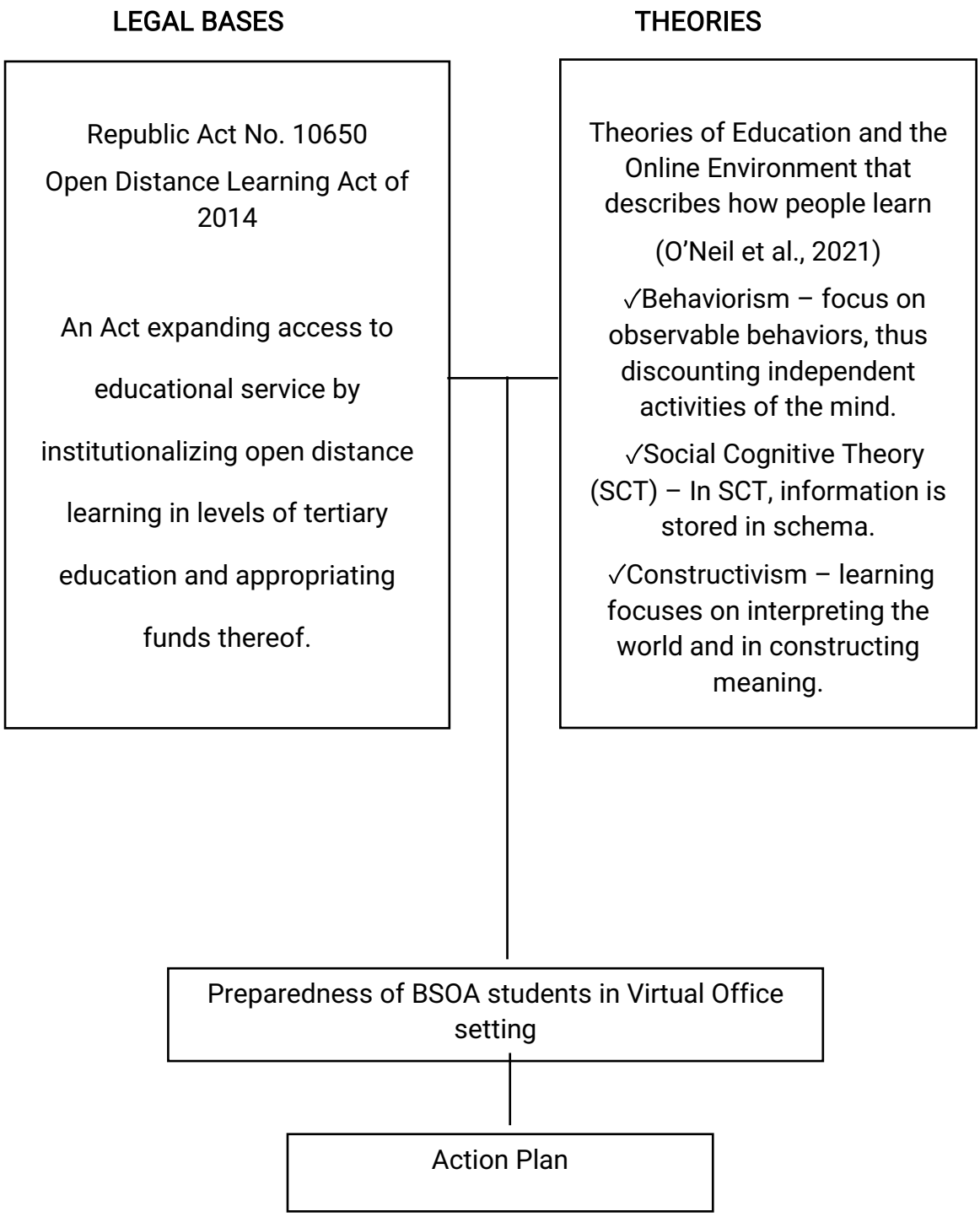

Figure 1. Conceptual and Theoretical Framework of the Study

THE PROBLEM

Statement of the Problem

This research aimed to determine the preparedness of BSOA students of BISU-Bilar Campus, in Virtual Office setting.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:

   1.1 year level;

   1.2 gender; and

   1.3 learning platform used?

2. What is the level of effectiveness of virtual office setting as perceived by the respondents in terms of:

   2.1 classes lectures and discussions;

   2.2 student- teacher effectivity;

   2.3 benefits; and

   2.4 satisfaction

3. What is the level of preparedness for virtual office setting as perceived by the respondents in terms of:

   3.1 internet connection

3.2 materials needed

3.3 personal spaces

3.4 knowledge on using the different learning platforms used online

4. Is there a significant relationship between the level of effectiveness and the level of preparedness for Virtual Office setting as perceived by the respondents?

Null Hypothesis

There is no significant relationship between the level of effectiveness and the level of preparedness for Virtual Office setting as perceived by the respondents.

Significance of the Study

This study asserts to be beneficial to the following:

Students. The study would be very helpful to the students, for them to prepare on coping up with online classes, with the flexible learning being introduced by CHED in this current time. This would also provide them with ideas, clarifications and possible solutions on challenges faced regarding virtual office setting.

Teachers. This study would benefit the teachers because this would help them to continually make way to teach and fulfill their duties and responsibility as a teacher. Because when students are encouraged to learn and communicate in class through a virtual setting, it would be easier for the teachers to do it as

well.

Parents. This study would be beneficial to the parents, especially in this time, that students are actually studying at their homes. As parents are the primary adviser and guidance to their children (students), this would also give those clarifications and ideas on what to provide for their children's needs and preparations in using such learning modality.

RESEARCH METHODOLOGY

This chapter provides the discussion of the research methods and procedures altered to by the researcher in order to answer the specific problems posed for investigation. Specifically, the research design, environment and participants, instrument of the study, data gathering processing and statistical treatment.

Design

This study made used of qualitative method of research. It employed online, scaling-typed questionnaire survey through the Google form, as a data gathering tool and used descriptive rating as interpretation in statistical treatment. The researcher used purposive sampling method in determining the respondents for this study.

This study also employed the use of descriptive method of research to determine the Preparedness of BSOA students in Virtual Office setting. Descriptive research aims to accurately and systematically describe a population,

situation or phenomenon. It can answer the questions what, where, when and how, but not why questions (Shona McCombes, 2019).

Environment and Participants

The study was conducted in Bohol Island State University Bilar Campus located at Zamora, Bilar, the CTAS consists of 3 departments and one of them is the Department of Business and Office Administration (DBOA). This department offers a bachelor's course in Entrepreneurship and Office Administration.

The researchers chose this school as a place to study because they found the participants possible to make answers of the study.

The respondents of this study were the students, taking the course Bachelor of Science in Office Administration which are in the 2nd Year and 3rd Year levels for this school year 2021-2022 in Bohol Island State University Bilar Campus. There were 55 total number of respondents from the combined year level who participated for the completion of the researchers' study.

Instrument

This research is entitled, "Preparedness of BSOA- students in Virtual Office setting". The research instrument of this study was self-made. The questionnaire was divided into 3 parts. Part one is profile of the respondents in terms of year level, gender and learning platforms used. Part 2 which is a 4 scaling style composed with descriptive statements which include the level of effectiveness of virtual office setting as perceived by the respondents in terms of the classes

lectures and discussions, student-teacher effectivity, benefits and satisfaction. The researchers described each as:

Range	Descriptive Interpretation	Qualitative Interpretation
1.00-1.75	Strongly Disagree	Virtual Office Setting is very much ineffective.
1,76-2.50	Disagree	Virtual Office Setting is not effective.
2.51-3.25	Agree	Virtual Office is effective.
3.26-4.00	Strongly Agree	Virtual Office is very effective.

And part 3 is the level of preparedness in terms of internet access, materials needed, personal spaces and knowledge on using various online platforms for classes. The researcher described each as:

Range	Descriptive Interpretation	Qualitative Interpretation
1.00-1.75	Strongly Disagree	The respondent is very much unprepared for the Virtual Office Setting.
1,76-2.50	Disagree	The respondent is not prepared for the Virtual Office Setting.
2.51-3.25	Agree	The respondent is prepared for the Virtual Office Setting.
3.26-4.00	Strongly Agree	The respondent is very much prepared for the Virtual Office Setting.

This also helped the researchers to describe how really prepared they are in learning virtually. This questionnaire was approved by our Campus Director, Dean and Thesis Adviser, from Bohol Island State University, Bilar Campus, before reproducing a final copy for the actual online survey.

Procedure

The researchers sent a letter of request to the College Dean or Department Head to conduct the study to the Bachelor of Science in Office Administration students under the school of BISU-Bilar Campus.

After the instrument is validated and the letter is approved, the researchers now distributed the self-made questionnaire to the respondents through google forms to determine their response regarding their preparedness in virtual office setting, as well as to gather data confidentially. After the assessment will be conducted, the researchers will tabulate and analyze the raw data gathered.

Statistical Treatment

The research used the questionnaire in gathering data from the respondents. The statistical treatment used is weighted mean.

Afterwards, the researchers interpreted the results and explained each.

Formula:

$$\text{WMS} = \frac{4(f_4) + 3(f_3) + 2(f_2) + 1(f_1)}{}$$

$$P = \frac{f}{n} \times 100$$

Where:

f = frequency

n = number of respondents

WMS:

f_4 - frequency of response for Strongly Agree

f_3 - frequency of response for Agree

f_2 - frequency of response for Disagree

f_1 - frequency of response for Strongly Disagree

Overall weighted means score illustrated the preparedness of BSOA students in virtual office setting.

Pearson Correlation Coefficient or Pearson r is used to determine the significant relationship between the level of preparedness and level of effectiveness for virtual office setting.

Formula:

$$r = \frac{(n(\sum xy)-(\sum x)(\sum y))}{}$$

$$(\surd [n \sum x2-(\sum x)2] [n \sum y2- (\sum y)2)$$

Where:

r= Pearson Coefficient

n= number of the pair of variables

∑xy= sum of products of the paired variables

∑x= sum of the x scores

∑y= sum of the y scores

$\sum x^2$= sum of the squared x scores

and; $\sum y^2$= sum of the squared y score

DEFINITION OF TERMS

Assessing. To evaluate or estimate the nature, ability or quality of a certain group or individual to make judgement to something and to officially say what the value is.

Flexible Learning. According to CHED, flexible learning involves a combination of digital and non-digital technology which doesn't necessarily require being connected to the internet, to ensure continuity of inclusive and accessible education.

Internet and Communications Technology. It refers to all communications technology including internet, wireless networks, cellphones, computers, software, middleware, video conferencing, social networking and other media apps and services.

Open Distance Learning. It is a general term for the use of telecommunication to provide or enhance learning, to lessen distance, both physically and psychologically.

Synchronous. It refers to all types of learning in which learners and instructors are in the same place at the same time in order for learning to take place.

Usability. It is how easily and effectively a person can use a document, website or interface to achieve specified goals in a particular environment.

Virtual Learning. Web-based platform for digital aspects of courses of study usually within educational institutions.

Virtual Office setting. It is a way of working, learning and communicating by the internet or email rather than in a building; activities carried out where you never interact with people personally.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter covers the presentation, analysis, and interpretation of data. It presents the respondents profile in terms of year level, gender, and learning platforms they used. The questionnaires were answered by fifty- five (55) BSOA students of BISU-Bilar Campus. The data were taken from the results of the online survey questionnaire that was made to assess the preparedness of BSOA students in virtual office setting.

Table 1 presents the profile of the respondents. As to the year level, 29 (53%) were 2nd year and 26 (47%) were 3rd year. Of the 55 respondents, 47 (85%) were female while 8 (15%) were male.

Furthermore, as to the respondent's learning platform, it showed that 26 (47%) were using facebook messenger, 19 (35%) were using google classroom, 7 (13%) were using google meet and 3 (5%) for the other platforms.

Table 1
Profile of the Student

n= 55

Respondent's Profile	Frequency (f)	Percentage (%)
Year Level		
2nd year	29	53
3rd year	26	47
Gender		
Male	8	15
Female	47	85
Learning Platform		
Google Meet	7	13
Others	3	5

Table 2. The level of effectiveness of Virtual Office setting as perceived by the respondents.

Table 2.1 showed an overall mean of 2.58 for classes' lectures and discussions as perceived by the respondents. It revealed that virtual office setting is effective. Most of them sees that classes' lectures and discussions are worth learning and is enough for them to learn.

Table 2.1

Classes Lectures and Discussion

	WM	Descriptive Interpretation	Rank
Statements			
2.1.1 The class lectures and discussion are worth learning.	3.02	Agree	1
2.1.2 The class lectures and discussion are just enough for me to learn.	2.82	Agree	2
2.1.3 The class lectures and discussion are too fast.	2.45	Disagree	3
2.1.4 We do not have any class lectures and discussion online.	2.02	Disagree	4
AWM	**2.58**	**Agree**	

For Table 2.2, data showed that virtual office setting is effective in terms of student- teacher effectivity as perceived by the respondents, with an overall mean of 2.61. Most of the respondents agree that they understand the topics sent and discussed by their instructor, they can easily reach out to them with regards to their classes and their instructor always makes a response every time they need clarifications on a certain topic and problem faced.

Table 2.2

Student-Teacher Effectivity

Statements	WM	Descriptive Interpretation	Rank
2.2.1 I can easily grasp the topics sent and discussed by my instructor	2.42	Disagree	4
2.2.2 I understand the topics sent and discussed by my instructor.	2.71	Agree	2
2.2.3 I can reach out easily my thoughts, clarifications and problems with regards to our class all abouts.	2.58	Agree	3
2.2.4 My instructor always makes a response every time I need clarifications on a certain topics and problem faced in class.	2.75	Agree	1
AWM	**2.61**	**Agree**	

Having a 2.70 overall mean for table 2.3, data showed that virtual office setting is effective in terms of benefits, as perceived by the respondents. Most of them agree that virtual office setting makes them study and learn at their comfort, and it also ease their time management, improved their grades than before and improves their communication skills.

Table 2.3

Benefits

Statements	WM	DI	Rank
2.3.1 Virtual Office setting makes me study and learn at my comfort.	2.73	Agree	2
2.3.2 Virtual Office setting ease my time management in studying and house chores.	2.91	Agree	1
2.3.3 Through learning online my grades had improved than before.	2.67	Agree	3
2.3.4 Learning online improves my communications skill.	2.49	Disagree	4
	2.70	**Agree**	

Table 2.3

Benefits

Statements	WM	DI	Rank
2.3.1 Virtual Office setting makes me study and learn at my comfort.	2.73	Agree	2
2.3.2 Virtual Office setting ease my time management in studying and house chores.	2.91	Agree	1
2.3.3 Through learning online my grades had improved than before.	2.67	Agree	3
2.3.4 Learning online improves my communications skill.	2.49	Disagree	4
	2.70	**Agree**	

For an overall mean of 2.60 for table 2.4, as perceived by the respondents the data revealed that virtual office setting is effective in terms of satisfaction. Most of them agree that they are satisfied in online learning or virtual learning.

Table 2.4

Satisfaction

Statements	WM	DI	Rank
2.4.1 I am very satisfied in online learning/virtual learning.	2.40	Disagree	4
2.4.2 I am satisfied in online learning/virtual learning.	2.58	Agree	2
2.4.3 I am not satisfied with online learning/virtual learning.	2.51	Agree	3
2.4.4 I need another way to learn and study.	2.91	Agree	1
AWM	**2.60**	**Agree**	

LEGEND: Effectiveness of Virtual Office setting as perceived by the respondents.

AWM	Description	Qualitative Interpretation
2.58	Agree	Virtual Office Setting is effective.
2.61	Agree	Virtual Office Setting is effective.
2.70	Agree	Virtual Office Setting is effective.
2.60	Agree	Virtual Office Setting is effective.
General Weighted Mean: 2.62		

Sun and Chen (2016) found that the effectiveness of online education is contingent on well-designed course content and well-prepared instructors, as well as a motivated interaction between the instructors and their students. Young (2006) investigated student perceptions of online instruction in various higher education courses and discovered that effective online teaching was dependent on a number of factors, including student needs and how teachers adapt to them, the use of relevant examples, student motivation to give their best in the online class, effective course facilitation, effective teacher communication, course delivery, and demonstrating a concern for student learning.

According to Hartley and Bendixen (2001), virtual or online learning environments involve more active participation from students because they are student-centered. Students must take responsibility for their own learning, develop their time management skills (Hill, 2002; Roper, 2007), learn to keep up with the class's pace and complete tasks on time (Discenza et al., 2002), and participate actively in class instructions (Garrison et al., 2004). The precise

information and enthusiastic attitude toward learning highlight the practical value of virtual learning (Varzaneh & Baharlooie, 2015). According to a survey, lectures and training sessions were not conducted according to the curriculum (56.33 percent); academic behavior and attitude of both students and instructors changed (48.33 percent); and engagement, satisfaction, and motivation in class were rated low (5.93, 6.33, and 6.54 out of ten, respectively) compared to desired ones. Despite this, participants rated e-learning as a possible mandatory tool (76.7%) and identified the qualifications that, in their opinion, will have the greatest educational impact (Basim Alsaywid et al., n.d.)

Table 3. The level of preparedness for virtual office setting as perceived by the respondents

Having an overall mean of 2.44 for Table 3.1, data showed that the respondents are not prepared for Virtual office setting in terms of having stable internet access. Most of them disagree on having a stable modem or Wi-Fi when connecting to the internet and downloading and uploading files is not easy for them as part of their online classes.

Table 3.1

Internet Access

Statements	WM	Descriptive Interpretation	Rank
3.1.1 I can always easily browse the internet when we have zoom meetings and online discussions.	2.53	Agree	1
3.1.2 I used a stable modem or Wi-Fi instead of data, when connecting to the internet.	2.36	Disagree	3
3.1.3 Downloading and uploading	2.44	Disagree	

files is easy for me, as part of my online classes.			2
AWM	**2.44**	**Disagree**	

With an overall mean of 2.36 on table 3.2, data showed that mostly are not prepared for virtual office setting in terms of providing the materials needed. Most of the respondents disagree on having a laptop, in case it is needed in their online class.

Table 3.2

Materials Needed

Statements	WM	Descriptive Interpretation	Rank
3.2.1 I have a laptop in case it is needed in our online class.	1.87	Disagree	3
3.2.2 I can provide a smartphone that has a huge space capacity and at least good battery and camera.	2.60	Agree	2
3.2.3 When studying, I have an access to learning materials like books, and study guide given by our teacher, online.	2.62	Agree	1
AWM	**2.36**	**Disagree**	

Having an overall mean of 2.36 for Table 3.3, most of the respondents shows that they are not prepared for virtual office setting in terms of acquiring personal spaces. Mostly disagree on having a table and chair to put their things in, and on having an own study room to concentrate in studying online.

Table 3.3

Personal Spaces

Statements	WM	Descriptive Interpretation	Rank
3.3.1 I have my own study room in order to concentrate in studying online.	2.20	Disagree	3

3.3.2 I have a good lighting; it will be easier to work and it will make my studying more comfortable.	2.55	Agree	1
3.3.3 In my study room I have a table and chair which is enough for my things to be put into.	2.35	Disagree	2
AWM	**2.36**	**Disagree**	

Furthermore, the overall mean for Table 3.4 is 2.6 which depicts that the respondents are prepared on virtual office setting in terms of knowledge on using the online platforms they used. Most did agree that navigating different online accounts and solving any problems encountered when using online lass platform, is easy.

Table 3.4

Knowledge on using Different Online Platforms

Statements	WM	Descriptive Interpretation	Rank
3.4.1 It is easy for me to manage my different accounts for online classes like e-mails, google classroom and etc.;	2.73	Agree	1
3.4.2 When doing our task and activities online, I can always understand the steps and on how to proceed.	2.49	Disagree	3
3.4.3 I can easily solve any problems encountered when using online class platforms.	2.60	Agree	2
AWM	**2.61**	**Agree**	

LEGEND: Preparedness for Virtual Office setting as perceived by the respondents.

AWM	Description	Qualitative Interpretation
2.44	Disagree	The respondent is not prepared for Virtual Office Setting.
2.36	Disagree	The respondent is not prepared for Virtual Office Setting.
2.36	Disagree	The respondent is not prepared for Virtual Office Setting.
2.61	Agree	The respondent is prepared for Virtual Office Setting.
General Weighted Mean: 2.44		

In the Philippines, schools shifted from the traditional face to face classroom teaching-learning to flexible learning and virtual learning. This is a reality that students and teachers need to hurdle. Hence, virtual teaching-learning requires internet connectivity, which everyone is aware that it is not efficient in the Philippines. As a matter of fact, the Philippines placed at ranked 77 among the countries with the slowest and least stable Internet connection in the world (esquiremag.ph, 2020).

The findings were backed up by a study by Callo and Yazon (2020), which found that Polytechnique students' familiarity and capability, preparation, device and access connectivity, self-efficacy, and experience with technology all had a significant impact on their readiness for online learning. Students' online learning

preparedness is defined by their ability to access and use technology, as well as their e-learning self-efficacy, according to the researchers. Kalkan (2020) investigated the e-learning preparedness of Turkish university students using Yurdugül and Demir's e-learning readiness scale (2017). In a survey of Cameroonian students, Bediang et al. (2013) discovered that two-thirds of students were unfamiliar with the notion of e-learning and that 17% of students did not own a personal computer.

Jordan, Akhu-Zaheya, and colleagues (2011) discovered that the majority of students did not have access to a computer at home and depended on word processing, email, and web searches instead. Although it had already been incorporated into the Philippine education system, as evidenced by the establishment of the University of the Philippines Open University in 1995 (Arimbuyutan et al., 2007), the forced adoption of e-learning put the country in a different situation, according to the study. This new paradigm took school administrators, instructors, and students off guard. As a result of the situation, the number of students enrolled in both private and public schools in the United States declined by 3 million in 2020, compared to 27.7 million the previous year. This is the case due to a lack of resources and preparation for the new system (Magsambol, 2020).

Table 4 depicts the perception of the respondents in the preparedness of BSOA students in virtual office setting.

Table 4 therefore, revealed that there is a significant relationship between

the level of effectiveness and the level of preparedness in virtual office setting among the BSOA student.

The current study's findings reveal that students had prior experience using an online learning platform in their educational settings. Whether or not pupils are aware of the advantages of as evidenced by learner feedback and experience from several online sessions over the years, this can be a source of frustration for both learners and instructors, as it can make seemingly simple tasks, such as watching a video or uploading a document, become increasingly difficult for them due to their lack of prior experience and preparation (Salmon, 2011; Salmon, 2014). Students' lack of preparation for e-learning, according to Alexander and McKenzie (1998), may result in learning failure, despite the benefits that surround them (Holmes & Gardner 2006).

Table 4

Source of Relationship

Source of Relationship	N	Significance	Decision	Interpretation
Preparedness Effectiveness	55	0.454	Reject Ho	Significant

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study and findings, the conclusions formulated and recommendations offered based in the analysis and interpretation of data.

Summary of Findings

The study aimed to assess the preparedness of BSOA students in virtual office setting. Specifically, it sought to answer the demographic profile of the respondents in terms of year level, gender, and learning platforms used online; the level of effectiveness of virtual office setting as perceived by the students in terms of classes lectures and discussions, student-teacher effectivity, benefits and satisfaction; and the level of preparedness for virtual office setting as perceived by the students in terms of internet access, materials needed, personal spaces and knowledge on using different online platforms for online classes.

Based on the results of the study, most of the respondents belonged to second year level. Most of them were female and of all the platforms used online, Facebook Messenger was most widely used which had the highest frequency among all.

On the other hand, the respondents sees virtual office setting as effective in terms of classes lectures and discussion, student-teacher effectivity, benefit and satisfaction, but, they are not prepared in virtual office setting in terms of

internet access, materials needed, personal spaces and knowledge on using the different online platforms.

Conclusions

Anchored in the foregoing findings, the following conclusions are drawn:

1. Most of the respondents that are in the 2nd year college tells that among all the learning platforms, they used facebook messenger the most in virtual learning or online class. This imply that these students have used to browse facebook, because it is commonly used nowadays, and is easy to access.

2. Virtual office setting is effective for the BSOA students; and

3. The BSOA students are not prepared in doing online class and or in engaging virtual learning.

Recommendations

Based on the findings and conclusions of the study, the researchers came up with the following recommendations:

1. The government may encourage the institutional leaders to have a genuine commitment to support the student who are engaged in online learning, especially those who belong to indigent family, by investing in facilities and resources like free laptops and Wi-Fi router which are mostly needed to support the digital transformation of education.

2. The Department of Education (DepEd) and Commission on Higher Education

(CHED) may start laying the foundation on how online learning and classes should be delivered where institutions, educators, as well as the students, can follow.

3. In cooperation of the Department of Information and Communication Technology and private telecommunication providers, enabling an affordable and reliable internet connection which is available for all regardless of location may be a big help in the objective of proving quality online education.

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APPENDIX A

COLLEGE OF TECHNOLOGY AND ALLIED SCIENCES (CTAS)

November 8, 2021

MARIETTA C. MACALOLOT, Ph. D.

Campus Director

Madam:

Good day!

The undersigned are fourth year college student taking up Bachelor of Science in Office Administration at Bohol Island State University, Bilar Campus, Zamora, Bilar, Bohol presently conducting the thesis entitled, “PREPAREDNESS OF BSOA STUDENTS IN VIRTUAL OFFICE SETTING” as a requirement for graduation.

In this connection, we would like to request permit from your office to conduct this study.

Thank you and more power.

Respectfully yours,

(Sgd) ANNIE FLOR PAHAYAC

(Sgd) AYETH A. CUTILLAS

(Sgd) ELLA F. PEREZ

(Sgd) JOY N. DUMAGAN

Noted By:

(Sgd) CARLSON S. SANIEL, MD
Thesis Adviser

Recommending Approval:
(Sgd) ARLEN B. GUDMALIN, Ph.D.
Dean

Approved by:

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

APPENDIX B

QUESTIONNAIRE

PREPAREDNESS OF BSOA STUDENTS IN VIRTUAL OFFICE SETTING

Part 1. Profile of the respondents

1. Year Level

[ ] 2nd year

[ ] 3rd year

2. Gender

[ ] Male

[ ] Female

3. Learning platforms you used.

[ ] Google classroom

[ ] MS Teams

[ ] Edmodo

[ ] Facebook messenger

[ ] Zoom Video conferencing

[ ] Google Meet

Part 2. Virtual Office Setting Description. Please check (✓) the appropriate scale that best describes your preferences on the statement.

SA- Strongly Agree **D- Disagree**

A- Agree **SD- Strongly Disagree**

Take note: VIRTUAL OFFICE SETTING is a way of working, learning and communicating online by the internet or email rather than in a building; activities carried out where you never interact with people.

Effectiveness of Virtual Office Setting				
	SD 1	D 2	A 3	SA 4
A. Classes Lectures and Discussions 1.The class lectures and discussion are worth learning.				
2. The class lectures and discussion are just enough for me to learn.				
3. The class lectures and discussion are too fast.				
4. We do not have any class lectures and discussion online.				
B. Student-Teacher Effectivity 1. I can easily grasp the topics sent and discussed by my instructor				
2. I rarely understand the topics sent and discussed by my instructor.				
3. I can reach out easily my thoughts, clarifications and problems with regards to our class all abouts.				
4. My instructor always makes a response every time I need clarifications on a certain topics and problem faced in class.				
C. Benefits 1. Virtual Office setting makes me study and learn at my comfort.				
2. Virtual Office setting ease my time management in studying and house chores.				
3. Through learning online my grades had improved than before.				
4.Learning online improves my communications skill.				

D. Satisfaction 1. I am very satisfied in online learning/virtual learning.				
2. I am satisfied in online learning. 3. I am not satisfied with online learning/virtual learning.				
4. I need another way to learn and study.				
Preparedness of BSOA Students in Virtual Office Setting				
	SD 1	D 2	A 3	SA 4
A. Internet Access 1. I can always easily browse the internet when we have zoom meetings and online discussions.				
2. I used a stable modem or Wi-Fi instead of data, when connecting to the internet.				
3. Downloading and uploading files is easy for me, as part of my online classes.				
B. Materials needed 1. I have a laptop in case it is needed in our online class.				
2. I can provide a smartphone that has a huge space capacity and at least good battery and camera.				
3. When studying, I have an access to learning materials like books, and study guide given by our teacher, online.				
C. Personal space 1. I have my own study room in order to concentrate in studying online.				
2. I have a good lighting; it will be easier to work and it will make my studying more comfortable.				
3. In my study room I have a table and chair which is enough for my things to be put into.				

D. Knowledge on using the different online platforms given for online classes 1. It is easy for me to manage my different accounts for online classes like e-mails, google classroom and etc.;				
2. When doing our task and activities online, I can always understand the steps and on how to proceed.				
3. I can easily solve any problems encountered when using online class platforms.				

APPENDIX C

Q1. Profile		
Year Level	Gender	Learning Platforms Used
3rd yr.	Female	Google classroom
2nd yr.	Male	Google classroom
2nd yr.	Female	Facebook messenger
3rd yr.	Female	Facebook messenger
2nd yr.	Female	Facebook messenger
3rd yr.	Female	Google classroom
2nd yr.	Female	Google classroom
2nd yr.	Female	Google classroom
3rd yr.	Female	Facebook messenger
3rd yr.	Female	Zoom video conferencing
2nd yr.	Female	Facebook messenger
3rd yr.	Female	Facebook messenger
2nd yr.	Female	Google classroom
2nd yr.	Female	Google classroom
3rd yr.	Male	Google classroom
3rd yr.	Male	Facebook messenger
3rd yr.	Female	Facebook messenger
3rd yr.	Female	Google meet
3rd yr.	Female	Facebook messenger
3rd yr.	Male	Google meet
3rd yr.	Female	Facebook messenger
3rd yr.	Female	Facebook messenger
2nd yr.	Male	Google classroom
3rd yr.	Female	Facebook messenger
2nd yr.	Female	Facebook messenger
2nd yr.	Female	Facebook messenger
2nd yr.	Female	Facebook messenger
2nd yr.	Female	Facebook messenger
2nd yr.	Female	Google classroom

2nd yr.	Female	Google meet
3rd yr.	Female	Google meet
3rd yr.	Female	Google meet
3rd yr.	Female	Google meet
3rd yr.	Female	Google classroom
3rd yr.	Female	Google classroom
3rd yr.	Female	Google classroom
3rd yr.	Female	Facebook messenger
2nd yr.	Female	Google classroom
3rd yr.	Male	Google meet
2nd yr.	Female	Google classroom
3rd yr.	Female	Facebook messenger
2nd yr.	Female	Facebook messenger
2nd yr.	Female	Google classroom
2nd yr.	Female	MS Teams
2nd yr.	Female	Facebook messenger
2nd yr.	Female	Facebook messenger
2nd yr.	Male	Facebook messenger
2nd yr.	Female	Google classroom
2nd yr.	Female	Facebook messenger
2nd yr.	Male	Facebook messenger
2nd yr.	Female	Google classroom
2nd yr.	Female	Zoom video conferencing
3rd yr.	Female	Facebook messenger
2nd yr.	Female	Facebook messenger
3rd yr.	Female	Google classroom

Q2. Status of Virtual Office Setting

A. Classes Lectures and Discussions				B. Student-Teacher Effectivity				C. Benefits				D. Satisfaction			
A.1	A.2	A.3	A.4	B.1	B.2	B.3	B.4	C.1	C.2	C.3	C.4	D.1	D.2	D.3	D.4
4	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3
3	2	3	3	2	2	2	2	2	3	2	2	2	2	3	3
3	3	3	1	2	3	3	3	3	4	4	3	4	4	3	3
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3	3	3	3	2	3	2	2	2	2	3	2	2	2	3	3
3	3	3	2	2	3	3	3	2	2	1	2	2	3	4	4
4	3	3	2	3	3	3	3	4	4	2	3	2	3	3	4
4	4	2	2	1	3	2	3	3	3	3	3	2	2	3	4

3	3	2	1	2	3	2	3	2	3	2	3	2	2	3	4
3	3	2	1	3	3	3	3	3	3	3	3	2	3	2	2
3	3	3	2	3	3	2	3	3	2	3	3	3	3	2	2
3	2	2	2	3	3	2	3	3	2	3	3	2	2	3	3
4	3	2	1	3	2	3	3	3	3	3	3	2	3	1	2
3	2	2	1	3	2	3	2	2	3	2	2	3	3	3	3
3	1	2	3	1	1	3	2	2	4	1	1	1	2	4	4
3	3	4	2	3	3	4	4	4	4	4	2	2	3	2	3
3	2	3	2	2	3	2	2	2	2	3	2	2	2	3	3
3	3	2	2	2	2	2	3	3	3	2	2	2	2	3	3
3	3	3	2	2	3	2	4	2	2	2	2	2	2	3	3
3	3	1	2	2	4	2	2	1	2	2	1	1	1	4	4
3	3	2	2	2	3	3	2	2	2	2	2	2	3	2	2
3	3	2	2	3	2	2	3	3	3	3	2	2	3	2	3
4	3	3	2	3	1	3	3	3	3	2	3	2	2	3	3
3	3	3	3	3	3	3	2	2	3	3	2	2	2	2	3
3	2	2	2	2	3	2	3	3	3	3	3	3	3	2	3
3	3	3	2	2	3	3	3	3	4	3	3	3	3	2	2
3	3	4	1	1	2	1	2	3	3	3	3	3	3	3	3
3	2	3	3	2	3	2	1	2	2	1	1	2	2	3	3
3	3	2	2	2	2	3	3	3	3	3	3	3	3	2	3
4	4	2	2	3	3	3	3	3	3	3	3	4	4	1	2
2	3	3	2	2	4	2	3	2	3	3	2	3	3	2	3
3	3	2	2	2	2	3	3	2	3	3	3	2	2	3	3
3	3	2	1	3	2	3	3	3	3	3	3	3	3	1	2
2	2	2	2	2	3	2	4	2	4	3	3	3	3	2	3
3	3	3	2	1	3	3	1	1	1	3	1	1	1	1	4
3	2	3	2	3	3	2	3	2	2	4	2	2	2	3	3
3	2	2	2	2	3	2	3	4	4	3	1	3	3	3	3

3	3	2	2	3	3	3	3	3	3	3	3	4	4	2	2
3.02	2.82	2.45	2.02	2.42	2.71	2.58	2.75	2.73	2.91	2.67	2.49	2.40	2.58	2.51	2.91
			2.58				2.61				2.70				2.60

Q3. Preparedness of BSOA students in Virtual Office setting											
A. Internet Access			B. Materials Needed			C. Personal space			D. Knowledge on using the different online platforms given for online classes		
A.1	A.2	A.3	B.1	B.2	B.3	C.1	C.2	C.3	D.1	D.2	D.3	
2	3	2	2	3	3	3	3	3	3	2	3	
4	2	3	2	3	2	2	2	2	2	3	2	
3	3	2	1	2	1	1	3	3	2	3	4	LEGEND:
2	2	2	2	3	2	2	2	2	3	2	3	1- Strongly Disagree
2	4	3	2	2	2	2	3	3	3	2	3	2- Disagree
2	2	2	3	3	2	3	3	3	3	2	3	3- Agree
2	2	1	1	3	2	2	3	3	3	2	3	4- Strongly Agree
2	2	2	2	2	2	2	2	2	2	2	2	
3	3	2	1	2	3	1	2	1	3	3	3	
2	2	3	3	3	3	2	2	3	2	2	3	
3	3	4	2	3	3	3	3	3	3	3	3	

3	3	3	1	2	3	2	3	3	3	3	3
3	3	2	3	2	2	2	2	2	3	2	2
2	2	3	1	2	1	2	2	2	2	2	3
2	2	2	1	3	3	2	3	2	3	3	3
4	4	4	2	3	3	4	1	3	3	3	3
3	2	3	3	3	3	1	3	1	3	3	3
2	1	2	2	3	2	3	3	3	3	3	3
2	3	3	2	2	3	2	3	2	3	2	3
2	3	3	4	4	3	1	2	1	1	2	3
2	3	3	1	2	4	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	2	2
3	4	1	2	2	4	3	3	2	3	2	2
4	4	3	1	3	1	3	3	2	4	3	3
2	2	2	2	3	3	2	2	2	3	3	3
2	2	2	2	2	2	2	3	3	3	2	2
3	3	3	2	3	2	3	3	3	3	3	3
1	1	1	1	2	3	2	3	3	3	3	3
2	2	3	2	2	3	2	2	3	3	3	3
2	2	3	2	3	3	1	2	1	3	2	2
3	1	2	1	2	3	1	3	1	2	2	3
4	2	3	1	4	3	1	1	1	3	2	1
3	2	3	2	2	3	3	3	3	3	2	3
3	2	3	2	3	3	3	3	3	3	2	2
3	2	3	3	3	3	3	3	3	3	3	2
2	2	2	2	2	3	2	2	2	2	2	2
2	2	2	1	4	1	1	1	1	2	2	1
2	2	2	2	4	3	3	3	3	3	2	2
3	3	3	1	2	3	2	2	2	3	2	2
2	1	2	1	2	3	4	3	4	4	4	4

3	3	3	1	3	3	1	1	1	3	3	2
2	1	2	4	3	4	2	4	3	4	4	3
2	3	2	3	3	3	2	2	2	3	2	2
3	3	3	3	3	3	3	3	3	3	3	3
2	1	1	1	1	2	1	2	1	1	2	2
3	2	3	2	3	3	3	3	3	3	3	3
3	3	3	2	3	3	3	3	3	3	3	3
3	1	2	1	1	1	1	1	1	1	1	1
2	2	2	2	2	3	2	3	2	3	2	2
3	2	2	2	3	3	3	3	3	3	3	3
3	3	3	2	2	3	3	3	3	2	2	2
1	3	1	1	1	1	2	2	2	1	3	3
2	2	1	2	3	2	3	3	3	2	2	2
3	2	3	1	3	3	1	3	1	3	3	3
3	3	3	2	3	3	2	3	3	3	3	3
2.53	2.36	2.44	1.87	2.60	2.62	2.20	2.55	2.35	2.73	2.49	2.60
		2.44			2.36			2.36			2.61

Effectiveness Status	Preparedness
2.94	2.67
2.38	2.42
3.06	2.33

2.69	2.25
2.56	2.58
2.81	2.58
2.63	2.25
2.56	2.00
2.56	2.25
2.75	2.50
2.88	3.00
2.75	2.67
2.81	2.33
2.56	2.00
2.88	2.42
2.63	3.08
2.88	2.58
2.50	2.50
2.81	2.50
2.19	2.42
2.81	2.75
2.50	2.83
2.625	2.58333333
3.0625	2.83333333
2.75	2.41666667
2.5	2.25
2.625	2.83333333
2.6875	2.16666667
2.5625	2.5
2.5625	2.16666667
2.4375	2
2.1875	2.16666667

3.125	2.66666667
2.375	2.66666667
2.4375	2.83333333
2.5	2.08333333
2.1875	1.66666667
2.3125	2.58333333
2.5625	2.33333333
2.6875	2.83333333
2.625	2.25
2.625	3
2.8125	2.41666667
2.5625	3
2.1875	1.41666667
2.6875	2.83333333
2.9375	2.91666667
2.625	1.25
2.5625	2.25
2.5625	2.75
2.625	2.58333333
2	1.75
2.5625	2.25
2.6875	2.41666667
2.875	2.83333333
2.62	2.44

Data for the respondents profile

Year Level	*f*	*%*
Second Year	29	53%
Third Year	26	47%
Total	55	100%
Gender	*f*	*%*
Male	8	15%
Female	47	85%
Total	55	100%
Online Platform	*f*	*%*
Facebook Messenger	26	47%
Google Classroom	19	35%
Google Meet	7	13%
Others	3	5%
Total	55	100%

Data for the Level of Effectiveness of Virtual Office Setting

Level of Effectiveness as perceived by the respondents in terms of Classes Lectures and Discussions		
Statements	**WM**	**Descriptive Rating**
1.The class lectures and discussion are worth learning.	3.02	Agree
2. The class lectures and discussion are just enough for me to learn.	2.82	Agree
3. The class lectures and discussion are too fast.	2.45	Disagree
4. We do not have any class lectures and discussion online.	2.02	Disagree
Overall Mean	**2.58**	**Agree**
Level of Effectiveness as perceived by the respondents in terms of Student-Teacher Effectivity		
Statements	**WM**	**Descriptive Rating**
1. I can easily grasp the topics sent and discussed by my instructor	2.42	Disagree
2. I rarely understand the topics sent and discussed by my instructor.	2.71	Agree
3. I can reach out easily my thoughts, clarifications and problems with regards to our class all abouts.	2.58	Agree
4. My instructor always makes a response every time I need clarifications on a certain topics and problem faced in class.	2.75	Agree
Overall Mean	**2.61**	**Agree**
Level of Effectiveness as perceived by the respondents in terms of Benefits		
Statements	**WM**	**Descriptive Rating**
1. Virtual Office setting makes me study and learn at my comfort.	2.73	Agree

2. Virtual Office setting ease my time management in studying and house chores.	2.91	Agree
3. Through learning online my grades had improved than before.	2.67	Agree
4. Learning online improves my communications skill.	2.49	Disagree
Overall Mean	**2.70**	**Agree**
Level of Effectiveness as perceived by the respondents in terms of Satisfaction		
Statements	**WM**	**Descriptive Rating**
1. I am very satisfied in online learning/virtual learning.	2.40	Disagree
2. I am satisfied in online learning/virtual learning	2.58	Agree
3. I am not satisfied with online learning/virtual learning.	2.51	Agree
4. I need another way to learn and study.	2.91	Agree
Overall Mean	**2.60**	**Agree**
Level of Effectiveness of Virtual Office Setting	**Mean**	**Descriptive Rating**
Classes Lectures and Discussions	2.58	Agree
Student-Teacher Effectivity	2.61	Agree
Benefits	2.70	Agree
Satisfaction	2.60	Agree
Overall Mean	**2.62**	**Agree**

Data for the Level of Preparedness for Virtual Office Setting

Level of Preparedness for Virtual Office setting as Perceived by the respondents in terms of Internet Access		
Statements	**WM**	**Descriptive Rating**
1. I can always easily browse the internet when we have zoom meetings and online discussions.	2.53	Agree
2. I used a stable modem or Wi-Fi instead of data, when connecting to the internet.	2.36	Disagree
3. Downloading and uploading files is easy for me, as part of my online classes.	2.44	Disagree
Overall Mean	**2.44**	**Disagree**
Level of Preparedness for Virtual Office setting as Perceived by the respondents in terms of Materials needed		
Statements	**WM**	**Descriptive Rating**
1. I have a laptop in case it is needed in our online class.	1.87	Disagree
2. I can provide a smartphone that has a huge space capacity and at least good battery and camera.	2.60	Agree
3. When studying, I have an access to learning materials like books, and study guide given by our teacher, online.	2.62	Agree
Overall Mean	**2.36**	**Disagree**
Level of Preparedness for Virtual Office setting as Perceived by the respondents in terms of Personal space		
Statements	**WM**	**Descriptive Rating**
1. I have my own study room in order to concentrate in studying online.	2.20	Disagree
2. I have a good lighting; it will be easier to work and it	2.55	Agree

will make my studying more comfortable.		
3. In my study room I have a table and chair which is enough for my things to be put into.	2.35	Disagree
Overall Mean	**2.36**	**Disagree**
Level of Preparedness for Virtual Office setting as Perceived by the respondents in terms of Knowledge on using the different online platforms given for online classes		
Statements	**WM**	**Descriptive Rating**
1. It is easy for me to manage my different accounts for online classes like e-mails, google classroom and etc.;	2.73	Agree
2. When doing our task and activities online, I can always understand the steps and on how to proceed.	2.49	Disagree
3. I can easily solve any problems encountered when using online class platforms.	2.60	Agree
Overall Mean	**2.61**	**Agree**
Level of Preparedness for Virtual Office Setting	**Mean**	**Descriptive Rating**
Internet Access	2.44	Disagree
Materials Needed	2.36	Disagree
Personal Space	2.36	Disagree
Knowledge	2.61	Agree
Overall Mean	**2.44**	**Disagree**

BIODATA

Name:	Ayeth Cutillas
Address:	Calanggaman, Ubay, Bohol
Date of Birth:	March 3, 2000
Civil Status:	Single
Citizenship:	Filipino
Religion:	Roman Catholic
Age:	22
Weight:	52 kl.
Height:	5’
Mother:	Luzvisminda Cutillas
Father:	Antonio Cutillas
Languages or Dialects spoken:	English, Tagalog, Visayan
Contact No:	09976740466

EDUCATIONAL BACKGROUND

Elementary:	Calanggaman Elementary School
Year Graduated:	2011-2012
High School:	San Pascual National High School
Year Graduated:	2017-2018
College:	Bohol Island State University- Bilar
Year Graduated:	Currently studying
Course:	Bachelor of Science in Office Administration

BIODATA

Nama:	Joy N. Dumagan
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Date of Birth:	September 14, 1999
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Citizenship:	Filipino
Religion:	Roman Catholic
Age:	22
Weight:	39
Height:	4'11
Mother:	Virginia Dumagan
Father:	Emigdio Dumagan
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Contact No:	09380775405

EDUCATIONAL BACKGRIUND

Elementary:	Calunasan Sur Elementary School
Year Graduated:	2011-2012
High School:	Hinawanan National High School
Year Graduated:	2017-2018
College:	Bohol Island State University- Bilar
Year Graduated:	Currently studying
Course:	Bachelor of Science in Office Administration

BIODATA

Name:	Annie Flor Pahayac
Address:	Limokon Ilaud, Dimiao, Bohol
Date of Birth:	October 20, 1999
Civil Status:	Single
Citizenship:	Filipino
Religion:	Roman Catholic
Age:	22
Weight:	39 kl.
Height:	5’
Mother:	Florencia Pahayac
Father:	Anecito Laguitao
Languages or Dialects spoken:	English, Tagalog, Visayan
Contact No:	09355526121

EDUCATIONAL BACKGRIUND

Elementary:	Limokon Elementary School
Year Graduated:	2011-2012
High School:	Dimiao National High School
Year Graduated:	2017-2018
College:	Bohol Island State University- Bilar
Year Graduated:	Currently studying
Course:	Bachelor of Science in Office Administration

BIODATA

Name:	Ella F. Perez
Address:	Bicao, Carmen, Bohol
Date of Birth:	June 22, 1999
Civil Status:	Single
Citizenship:	Filipino
Religion:	Roman Catholic
Age:	22
Weight:	42 kl.
Height:	4'11
Mother:	
Father:	Lito D. Perez
Languages or Dialects spoken:	English, Tagalog, Visayan
Contact No:	09976713296

EDUCATIONAL BACKGRIUND

Elementary:	Bicao Elementary School
Year Graduated:	2011-2012
High School:	Amb. Pablo R. Suarez National High School
Year Graduated:	2017-2018
College:	Bohol Island State University- Bilar
Year Graduated:	Currently studying
Course:	Bachelor of Science in Office Administration