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Factors affecting skills of Bachelor of Science in Office Administration Students at Taguig City University: Basis for career preparation

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Abstract

This research was conducted to comprehensively determine and analyze the specific factors influencing the skill development of Bachelor of Science in Office Administration (BSOA) students at Taguig City University (TCU), serving as a crucial foundation for effective career preparation and program enhancement. The study systematically investigated the impact of three distinct, yet interconnected, major variable clusters on student competence: behavioral factors, environmental factors, and personal factors. Understanding the dynamics within these areas provides educators and administrators with actionable insights to better mold future office professionals who are ready for the demands of the modern workplace. A descriptive-quantitative research design was employed to achieve the study's objectives, allowing for a systematic assessment of the relationship between the identified factors and student skill levels. Primary data were meticulously collected from a large and representative sample of 278 BSOA student respondents, spanning all academic levels from first year to fourth year, utilizing a validated and reliable survey questionnaire. To ensure rigorous and objective analysis of the collected data, a suite of appropriate statistical tools was applied, including frequency, percentage, weighted mean, and the chi-square test to determine the significance of the

relationships. The statistical analysis yielded robust findings, confirming that behavioral, environmental, and personal factors collectively and significantly influence the trajectory of skill development among the BSOA student population. Specifically, the results highlighted that students demonstrated a high valuation for positive behavioral practices, such as actively seeking constructive help from peers or mentors and maintaining strong discipline in their study habits. Concurrently, the academic environment plays a critical role; environmental factors—including access to well-equipped classrooms, optimal lighting conditions, and modern technology—were strongly correlated with an enhanced ability to focus and optimize the overall learning process. Furthermore, personal factors such as high levels of motivation, self-confidence, and adaptability were identified as powerful internal contributors to a student's overall readiness for professional success. In conclusion, the study unequivocally emphasizes that fostering supportive institutional environments, actively strengthening student motivation, and continuously improving effective study habits are indispensable strategies for preparing competent and career-ready office administration graduates.

Keywords: behavioral factors, environmental factors, personal factors, skills development, career preparation, BSOA Students

Factors affecting skills of Bachelor of Science in Office Administration Students at Taguig City University: Basis for career preparation

1. Introduction

Academic success stands as a fundamental determinant of individual upward mobility, directly influencing career opportunities, ensuring economic sustainability, and defining a nation's competitive advantage in the globalized marketplace. The successful transition from a student role to a highly proficient professional requires more than passive knowledge consumption; it demands the robust development and practical mastery of a specialized, industry-relevant set of competencies pertinent to the chosen field. In today's highly competitive, complex, and rapidly evolving global economy, the demand for exceptionally skilled professionals—particularly those capable of navigating advanced organizational, digital, and technological landscapes—has reached unprecedented levels. Among the most essential and strategically crucial roles across all industries is that of Office Administration (OA). This vital field requires individuals to master a diverse and dynamic array of technical proficiency, robust interpersonal skills, complex organizational management abilities, and advanced digital competencies. As such, a profound and evidence-based understanding of the multifactorial influences that shape skill development among students pursuing degrees in Office Administration is absolutely crucial for ensuring the graduation of career-ready, competent, and high-value professionals.

The traditional perception of office administration has undergone a dramatic paradigm shift over the past decade. The role has been fundamentally reshaped by the pervasive advances in information and communication technology (ICT) and significant, permanent shifts in workplace environments, such as the increasing global reliance on remote and hybrid work models. According to the International Labour Organization (ILO, 2021), the modern office professional is no longer defined by routine clerical or simple filing tasks but functions instead as an indispensable strategic support system and organizational backbone. This new mandate requires core competencies far surpassing traditional secretarial duties, specifically demanding advanced digital literacy, sophisticated cross-cultural communication skills, proactive risk management, and the capacity for adaptive problem-solving to thrive in a globalized, decentralized, and often highly automated workforce. This transformation is clearly evidenced in contexts like the United States and Canada, where educational reformers such as Inarda and Protacio (2019) emphasized the critical importance of integrating cutting-edge enterprise technology and comprehensive, applied training programs directly into educational curricula. This strategic integration has been conclusively shown to significantly enhance student preparedness, ensuring they are not only familiar but proficient with the very tools and platforms used in modern corporate settings. However, higher education institutions in many developing nations, including the Philippines—a country heavily reliant on the Business Process Outsourcing (BPO) and corporate services sectors—often confront persistent, structural challenges. These challenges include chronic resource scarcity, reliance on outdated infrastructural resources, and limited, sporadic technological access. These barriers profoundly inhibit the ability of students to acquire the high-demand, competitive skills necessary to meet the standards set by multinational corporations and the fast-growing local employment market. This pervasive disparity between industry expectations and educational output underscores the critical necessity of localized research focused on diagnosing and optimizing specific educational environments.

The successful development of specialized professional competence is conceptually grounded in a comprehensive and robust model that posits student skill readiness is primarily a function of three critical, intersecting domains: Behavioral Factors, Environmental Factors, and Personal Factors. This holistic, tri-factor approach provides the necessary analytical lens to assess the challenges and opportunities within the academic setting. Behavioral Factors pertain directly to the student's observable habits, such as self-discipline in study habits, effective time management, and the crucial practice of actively seeking help or mentorship. This domain is linked

to Zimmerman's (2000) theory of Self-Regulated Learning (SRL), which posits that students who actively manage their own learning process—through systematic planning and monitoring—consistently achieve higher levels of competence. For the BSOA student, this translates directly to critical professional behaviors like prioritizing tasks and efficiently managing digital workflows.

Personal Factors encompass the student's inherent characteristics and psychological states, including personal initiative, the magnitude of their intrinsic motivation to succeed in the field, their self-efficacy (or self-confidence) in mastering challenging tasks, and their adaptability to new systems. Bandura's (1997) Social Cognitive Theory positions self-efficacy as a powerful, non-cognitive predictor of successful outcomes, arguing that a student's belief in their own capability directly influences their level of effort, persistence, and resilience when confronting academic or professional challenges. These internal dynamics determine the student's willingness to embrace the steep learning curve associated with rapidly evolving office technology.

Crucially, the success of these internal and behavioral efforts relies heavily on the quality of the Environmental Factors, which constitute the external context of learning. A conducive environment is essential for promoting comfort, focused attention, and productivity. This includes two main components: Ambient and Physical Conditions, such as optimal classroom lighting, effective ventilation, and minimal noise pollution (Hamizah, 2012), which directly influence a student's physiological state and cognitive load . More significant for the BSOA program is Resource Accessibility and Infrastructure. Effective skill development is severely limited without access to the appropriate, current tools, including up-to-date computer units, licensed administrative software, reliable high-speed internet connectivity, and dedicated training labs. Limited and outdated infrastructure, often characteristic of public institutions facing budgetary constraints, forces students to learn theoretical concepts without the essential hands-on practice, creating a significant skill-readiness gap.

The students within the BSOA program at Taguig City University (TCU), situated in a major corporate and BPO hub, must meet exceptionally high industry standards. However, this academic context presents unique, localized challenges that could potentially impede the students' academic progress and, crucially, their career readiness. Preliminary observations suggest that BSOA students at TCU frequently contend with infrastructural deficiencies common to rapidly expanding public institutions. These challenges include chronic classroom overcrowding, inadequate or inconsistent lighting, and a severe lack of specialized, modern technological resources essential for practicing cutting-edge, twenty-first-century office administration skills. These practical environmental impediments directly compromise the quality and effectiveness of the teaching and learning process, thereby contributing to a critical skills gap. Specifically, students may master theoretical concepts in the textbook but lack the essential hands-on experience and deep familiarity with industry-standard enterprise software and high-speed office equipment.

This situation highlights a significant and pressing research gap: while global and national studies consistently affirm the importance of these factors, empirical, quantitative data is critically lacking regarding the integrated influence of the combined behavioral, environmental, and personal variables on the specialized professional skill development of BSOA students specifically at TCU. Prior research often adopts a fragmented approach, examining one or two factors in isolation, or generalizing results across disparate programs. Without this localized, empirical, and evidence-based assessment, university administrators are severely hampered in their ability to strategically diagnose core departmental problems, justify necessary capital expenditure for infrastructure upgrades, or design targeted, effective student support interventions that directly address student skill deficiencies.

Therefore, the primary purpose of this study is to precisely and quantitatively determine the factors (behavioral, environmental, and personal) affecting the professional skills of Bachelor of Science in Office Administration (BSOA) students at Taguig City University. The ultimate, actionable goal is for the robust statistical findings and rigorous conclusions derived from this study to serve as the definitive basis for the development or comprehensive enhancement of a tailored Career Preparation Program specifically designed for the BSOA department at TCU. In achieving this central purpose, the research aims to quantify the influence of each factor cluster, empirically

identify the most critical environmental barriers, and propose evidence-based, actionable recommendations for changes in campus infrastructure, curricular design, and student support programs to create a significantly more supportive, effective, and career-oriented academic environment that maximizes graduate competency and employability, thereby fulfilling the university's mandate to serve the socio-economic development of the community it serves.

2. Literature Review

The successful execution of a quantitative research study, particularly one focused on complex human phenomena such as skill development and career preparedness, requires a rigorous and comprehensive review of existing scholarly literature. This chapter establishes the theoretical and empirical grounding for the investigation into the factors affecting the professional skills of Bachelor of Science in Office Administration (BSOA) students at Taguig City University (TCU). The review is systematically structured around the three principal domains identified in the theoretical framework—Behavioral, Environmental, and Personal Factors—demonstrating how previous research validates the selection of these variables and establishes their profound connection to academic achievement, technical competence, and career readiness in related fields. By synthesizing these diverse findings, the literature review aims to articulate the specific research gaps that the present study seeks to fill within the unique local context of TCU.

Behavioral - Behavioral factors encompass the observable, deliberate actions and strategies that students employ to manage their learning process. These factors are critically important as they translate abstract professional requirements into concrete, repeatable routines, forming the foundation of administrative discipline and efficiency, which are non-negotiable in the modern office environment. The literature consistently demonstrates that a student's self-management ability is a primary determinant of academic and professional success.

Cruz (2020) provided a seminal articulation of the relationship between effective study habits and academic performance, emphatically stating that practices such as setting structured study schedules, managing time properly, and reviewing lessons regularly have a demonstrably strong, positive relationship with students' overall academic outcomes. The argument advanced by Cruz is rooted in the psychological principle that consistency and routine reduce cognitive load, allowing students to focus mental energy on comprehending complex material rather than struggling with basic organization. Students who practice discipline and maintain consistent academic routines tend to be more organized, proactive, and ultimately more productive in handling their diverse academic tasks. In the context of Office Administration, this finding is profoundly relevant. The core of office work involves meticulous attention to detail, adherence to deadlines, and the disciplined execution of complex, multi-step procedures. A BSOA student who exhibits strong behavioral traits—such as detailed schedule creation and rigorous time management—is not merely succeeding academically; they is pre-adapting to the organizational demands of a professional administrative role where time and workflow management are critical, high-stakes competencies. The ability to manage a course syllabus, for instance, directly mirrors the professional ability to manage a complex project timeline or handle conflicting priorities for multiple executives.

Extending the work of Cruz, further studies have explored the mechanisms through which these disciplined behaviors operate. Liao (2023), for instance, connected study discipline directly to reduced academic anxiety, positing that a predictable study schedule instills a sense of control over demanding workloads, enabling students to approach challenging BSOA modules—such as legal transcription, financial record-keeping, or database management—with greater confidence and less stress. This organized approach prevents the chaotic, last-minute rush often associated with lower-quality work. Furthermore, the act of regularly reviewing lessons ensures that knowledge is transferred from short-term to long-term memory, which is essential for developing automated, fluent skills like rapid data entry, software navigation shortcuts, or the quick recall of professional protocols required in emergency administrative scenarios. Thus, the work of Cruz (2020) provides strong empirical evidence that the foundational elements of administrative competence are laid through disciplined, self-regulated behavioral

practices in the university setting.

Beyond individual study practices, the social dimension of learning—how students interact with their peers and mentors—forms another critical facet of behavioral factors. Garcia (2021) comprehensively discussed how social interactions among students, teachers, and peers exert a significant influence on both motivation and participation in the learning process. Garcia's research findings were unequivocal: a supportive, collaborative classroom environment significantly enhances students' self-confidence and their willingness to engage in class discussions, group activities, and collaborative practical exercises. This willingness to engage is not just a measure of classroom participation; it is an early indicator of professional communication and teamwork skills. In modern office administration, the ability to communicate clearly, negotiate deadlines, articulate complex information to non-technical stakeholders, and collaborate effectively within diverse teams is paramount.

The supportive environment described by Garcia (2021) acts as a safe space for students to practice high-stakes professional communication without the fear of judgment. For BSOA students, this means the environment must encourage them to lead presentations, role-play administrative conflict resolution, or collaboratively troubleshoot software problems. Chen and Li (2024) reinforced this by noting that positive peer feedback mechanisms are instrumental in refining students' professional communication style and organizational presentation skills, turning classroom interaction into a rehearsal for the professional setting. If BSOA students at TCU perceive their classroom environment as supportive, they are more likely to participate actively, thereby accelerating the development of the crucial interpersonal and communication skills demanded by prospective employers. This directly addresses the need for cross-cultural communication skills highlighted by the ILO (2021). The behavioral outcome of feeling supported is active participation, which is a key mechanism for translating theoretical knowledge into applied professional skill.

The final component of the behavioral domain involves the internal cognitive mechanisms driving sustained academic action. Santos (2022) highlighted that intrinsic motivation and self-regulation play vital, non-cognitive roles in academic achievement. The study established that motivated students who actively set clear, measurable goals and continuously monitor their progress develop demonstrably stronger study behaviors and perform significantly better in both the theoretical (e.g., policy knowledge) and practical aspects (e.g., practical application of skills) of learning. Intrinsic motivation—the desire to perform a task for its inherent satisfaction or challenge—is particularly powerful because it fuels sustained engagement even when the tasks are demanding or repetitive, a common feature of administrative work.

Building on this, Deci and Ryan's (2000) Self-Determination Theory supports Santos's findings by suggesting that when students feel a sense of autonomy and competence, their intrinsic motivation flourishes. For BSOA students, competence is developed through the mastery of practical skills, such as advanced spreadsheet functions or complex document formatting. A student who sets a personal goal to master a new software shortcut or reduce their error rate in a simulated task is displaying the self-regulation necessary to excel. Santos (2022) ultimately suggests that institutions must actively cultivate this internal drive through curriculum design that offers choices, provides relevant feedback, and highlights the real-world utility of the skills being taught. When applied to TCU, this implies that the BSOA program must demonstrate a clear and compelling link between disciplined behavior in the academic setting and ultimate career success, thereby maximizing the students' intrinsic motivation to adopt effective, self-regulated study behaviors.

Environmental - Environmental factors encompass the entire external ecosystem in which the student learns, ranging from the immediate physical structure of the classroom to the availability of essential technological tools and the quality of the psychosocial support network. Unlike behavioral factors, which are internal to the student, environmental factors are the external variables that the university administration directly controls, and they fundamentally determine the efficiency and quality of the skill-development process. The physical learning environment plays a surprisingly direct role in affecting student focus and engagement. Brown (2021) pointed out that the physical design of classrooms—including proper lighting, effective ventilation, and updated facilities—

greatly influences students' concentration and learning engagement. The argument is physiological: sub-optimal environmental conditions, such as excessively warm or stuffy rooms (poor ventilation) or overly dim or excessively harsh lighting, trigger physical discomfort and distraction, redirecting cognitive resources away from learning and toward managing the discomfort. A clean, organized, and well-equipped environment, conversely, enhances concentration, reduces sensory load, and promotes learning efficiency. This is particularly crucial for BSOA students, whose curriculum often involves long hours of focused screen time, meticulous document preparation, or concentrated listening during lecture capture or virtual meetings.

The implications for institutions like TCU are significant. The study by Brown (2021) suggests that if BSOA students are forced to study in overcrowded classrooms with poor air circulation or outdated facilities, their ability to practice the precise, detail-oriented skills required in office administration will be measurably impaired. Furthermore, the appearance and maintenance of the physical environment can communicate implicit messages about the value placed on the students and the program. A well-maintained, modern facility not only supports focus but also boosts student morale and pride in their academic setting, a form of non-verbal support that contributes to overall motivation. Kwame and Afram (2024) added that seating flexibility and desk design can influence collaboration patterns, underscoring that a dynamic, responsive learning space directly supports the development of team-based administrative solutions—a skill essential for modern, project-based office environments. Therefore, investments in physical infrastructure are not just capital expenses but direct investments in learning efficiency and skill quality.

In the contemporary context of Office Administration, technological resources have transitioned from being supplementary tools to non-negotiable core requirements for skill development. Garcia (2020) stressed the paramount importance of technological resources in education. The research emphasized that ready and reliable access to updated computers, fast internet connectivity, and current software applications is the primary driver that allows students to fully develop the comprehensive digital literacy and practical office skills required in the modern workplace. The skills required by the BSOA curriculum—such as advanced spreadsheet modeling, professional presentation software mastery, database entry and retrieval, and cloud-based file management—cannot be taught effectively using theoretical instruction alone. They are inherently practical, hands-on competencies.

The work of Garcia (2020) serves as a critical diagnostic tool for assessing institutional readiness. Outdated computers with slow processing speeds or unreliable internet access force students to spend valuable instructional time troubleshooting technical glitches rather than practicing skills. Moreover, if BSOA students are not consistently trained on the latest versions of industry-standard software (e.g., ERP systems, advanced Microsoft Office Suites, communication platforms), they will graduate with a technological deficit, making their skills immediately obsolete upon entering the workforce. This technological gap is especially critical for TCU, which serves students often aiming for careers in the demanding commercial and BPO sectors of Metro Manila. The study unequivocally links the quality and accessibility of the technological environment to the marketability and competence of the BSOA graduate, positioning technological infrastructure as a central variable in determining career preparation success.

While physical infrastructure is tangible, the psychosocial climate of the university environment is equally influential. Chen (2023) meticulously explained that social support from teachers, classmates, and parents positively affects students' learning engagement. The study concluded that when students feel consistently supported, valued, and safe within their academic community, they become significantly more motivated and transform into active, contributing participants in their studies. This supportive environment creates a crucial safety net. For BSOA students who are often tackling complex, integrated administrative tasks, the ability to ask a faculty member for clarification without hesitation, or to receive help from a peer on a difficult software function, dramatically reduces the time needed for skill mastery.

The psychosocial environment defined by Chen (2023) is vital for developing the professional demeanor and emotional intelligence required in an office. A positive climate fosters effective communication skills, conflict

resolution strategies, and collaborative attitudes, which are essential for navigating the professional relationships with colleagues, supervisors, and clients. Wang and Smith (2022) further emphasized the role of faculty-student interaction, suggesting that when BSOA professors act as approachable mentors, the students' confidence in their chosen career path increases, providing a clear motivational boost that translates to greater effort and better skill execution. Thus, the environmental factor extends beyond the physical walls of the classroom to include the human element—the quality of the relationships and the culture of support provided by the institution and its stakeholders.

Personal - Personal factors represent the internal psychological and dispositional traits that students bring to the academic environment. These traits act as the student's internal resources, mediating the impact of environmental challenges and driving the effectiveness of behavioral strategies. An individual's personality, self-perception, and internal drive are, therefore, essential ingredients in the recipe for sustained academic achievement and, critically, for career determination and success. The collective research on personal traits consistently highlights the centrality of internal beliefs and external emotional support. Mondejar et al. (2024) found that motivation, self-confidence, and family support are among the most important personal traits that significantly influence students' career choices and their sustained academic success. This study underscores that the belief in one's own capabilities—self-confidence or self-efficacy—is a powerful propellant. Students who genuinely believe in their intellectual abilities and their aptitude for the tasks required in office administration are far more likely to perform better, persevere through challenging technical modules, and pursue their ambitious professional goals with determination. This belief system allows them to interpret setbacks (like a low score or a technical error) as temporary challenges to be overcome rather than as confirmation of inadequacy.

Furthermore, the work of Mondejar et al. (2024) uniquely highlights the often-underestimated role of family support. In the Filipino cultural context, familial expectations and emotional backing often serve as a monumental motivational engine for students. Knowing that their academic efforts are recognized and valued by their family provides a profound extrinsic reward that reinforces intrinsic effort. For BSOA students at TCU, strong family support can alleviate external pressures, allowing them to focus more intensely on the demanding practical requirements of their program. Conversely, the absence of this support can lead to crippling self-doubt and lower motivation, regardless of the quality of the academic environment. This finding emphasizes that career preparation programs must adopt a holistic view, acknowledging and leveraging the student's personal support network as a valuable asset in fostering academic determination.

Beyond intrinsic drive, the ability to navigate the complexities of life while maintaining academic performance is critical. Halog and Limos-Galay (2024) discovered that adaptability, time management, and stress management are key non-technical competencies that significantly contribute to students' internship success and overall performance. Adaptability, in particular, is a meta-skill essential for the modern administrative professional, who must constantly pivot between digital systems, management styles, and evolving communication platforms. The administrative field is characterized by constant, unpredictable demands, making rigid professionals quickly obsolete.

The study by Halog and Limos-Galay (2024) revealed that students who successfully maintain a functional balance between their academic demands, personal life, and co-curricular activities exhibit higher productivity levels and lower burnout rates. For BSOA students, this balance is directly applicable to their future administrative roles, where they will be expected to manage conflicting schedules, juggle multiple executive calendars, and maintain composure under tight deadlines. Time management, therefore, is not just an academic skill but the core administrative skill of resource allocation. Stress management, which can be learned through personal coping mechanisms and institutional support, ensures that the student's cognitive resources are not depleted by anxiety, allowing them to perform intricate tasks accurately and reliably—a hallmark of professional administrative work. The findings thus suggest that effective career preparation should include formal training in resilience and self-care alongside technical skill instruction.

Conversely, analyzing the negative influences on skill mastery provides a powerful counter-perspective on the

necessity of positive personal factors. Barrios et al. (2023) revealed that irregular practice, lack of interest, and low motivation negatively affect the mastery of specialized skills, such as shorthand (or modern equivalents like rapid transcription and software automation). The study unequivocally emphasized that personal drive and sustained commitment are essential prerequisites for achieving fluency and mastery in the practical skill development components of office administration courses. Skills like high-speed typing, error-free data entry, or effective meeting minute transcription demand thousands of repetitions. Without the internal personal drive to engage in this irregular, often demanding, and solitary practice, the skill plateau cannot be broken.

The implication of Barrios et al. (2023) is clear: while the university must provide the environmental resources (e.g., software, labs), the responsibility for translating that access into mastery falls squarely on the student's personal drive. A student with low interest or motivation, even in a perfectly equipped TCU lab, will not achieve the required level of competence. Therefore, the BSOA program must not only assess the students' technical skills but also regularly gauge their personal commitment, perhaps through self-assessment tools or mentorship check-ins, to identify those students whose internal resources are flagging and require proactive intervention.

The literature review has established a comprehensive theoretical foundation, confirming that professional skill development in Office Administration is a complex function of three highly interdependent variables. Behavioral factors (study habits, social engagement) provide the student's disciplined approach (Cruz, 2020; Santos, 2022). Environmental factors (physical facility quality, technological access, social support) provide the necessary infrastructure and nurturing climate for efficient learning (Brown, 2021; Garcia, 2020). Finally, Personal factors (motivation, confidence, adaptability) act as the internal engine and mediator, determining the student's persistence and ultimate attainment of professional goals (Mondejar et al., 2024; Halog and Limos-Galay, 2024).

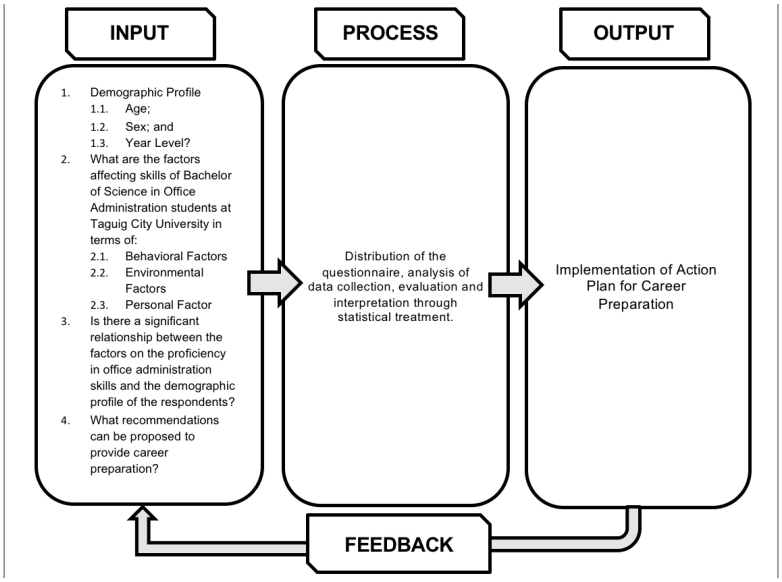
The synthesis of this literature strongly confirms that these three domains are robust predictors of academic and vocational success, justifying their selection as the core independent variables in this study. However, a significant research gap remains: no current study integrates this tri-factor model to quantitatively assess its influence on the specialized skill development of BSOA students at Taguig City University. The unique challenges of an expanding metropolitan public university, particularly in providing the high-cost technological infrastructure required for modern administrative training, necessitate a localized empirical investigation. The demographic characteristics of the TCU student body—such as year level, socio-economic status, and age—may also mediate their access, motivation, or skill attainment. This requires a preliminary statistical assessment of the sample characteristics. Based on the synthesis of existing literature and the need to establish foundational statistical relationships, the study advances the following Null Hypothesis: Null Hypothesis (H_0) There is no significant relationship between the demographic profile of the respondents (including age, gender, and year level) and the students' assessment of the behavioral, environmental, and personal factors affecting their professional skill development. This hypothesis serves as the statistical starting point, allowing the study to first confirm whether the demographic composition of the BSOA student body is a significant covariate before proceeding to the primary analysis of the relationship between the three core factors and overall career preparation.

Conceptual Theory - This study used an IPO model, which illustrates how different variables influence the skills of Bachelor of Science in Office Administration (BSOA) students at Taguig City University.

3. Methodology

The research method employed in this study is a descriptive quantitative design, a robust approach meticulously chosen to accurately describe, interpret, and analyze the present conditions affecting the skills of Bachelor of Science in Office Administration (BSOA) students at Taguig City University for the academic year 2024–2025. This approach is fundamentally concerned with systematically capturing a snapshot of a specific phenomenon as it naturally occurs. In this context, the study aims to paint a detailed, evidence-based picture of the behavioral, environmental, and personal factors that influence students' skill development and overall career preparedness. The descriptive nature of this research focuses on the "what" and "how" of the situation, providing

a comprehensive overview of the students' perceptions and experiences without manipulating any variables.



The quantitative aspect of the design is central to achieving the study's objectives. It relies on the collection of numerical data, which allows for precise measurement and statistical analysis. This was accomplished through the administration of a structured survey questionnaire, the primary instrument for data gathering. This method systematically translates the students' opinions and levels of agreement into quantifiable data points using a four-point Likert scale. According to Bhandari (2020), the core purpose of descriptive quantitative research is to obtain factual and measurable information about a population. By employing this method, the study moves beyond anecdotal evidence, using statistical, mathematical, and numerical analysis to rigorously identify trends, assess the significance of relationships, and uncover underlying patterns within the dataset.

This particular methodology was deemed most appropriate because it allows for both a broad scope and a high degree of objectivity. The use of a validated questionnaire ensures that data is collected consistently across all 278 respondents, minimizing researcher bias and enhancing the reliability of the findings. The numerical data gathered were then subjected to statistical treatments, including frequency and percentage distributions to outline the demographic profile, weighted means to gauge the central tendency of responses for each factor, and the Chi-square test to determine the statistical significance of the relationship between demographic variables and the factors under investigation. This rigorous analysis allows the researchers to not only describe the current state but also to draw meaningful conclusions and generalize the results to the broader population of BSOA students at the university, thereby ensuring that the findings are both accurate and robust.

4. Results and Discussions

Table 1

Demographic Profile of the Respondents

Demographic Profile	f	%
Year Level		
1st Year	53	19.1%
2nd Year	58	20.9%
3rd Year	33	11.9%
4th Year	134	48.2%
Total	278	100%
Age		
18-22 Years Old	155	55%
23-27 Years Old	114	42%
28 and Above Years Old	9	3%
Total	278	100%

Gender		
Male	52	19%
Female	226	81%
Total	278	100%

As shown in Table 1, the lowest group of respondents were third-year students (11.9%), followed by first-year students (19.1%), second-year students (20.9%), and the highest were fourth-year students (48.2%). This shows that most of the participants were in their senior year, indicating that they have gained more experience and exposure to office administration skills and activities. In terms of age and sex, the fewest respondents were 28 years old and above (3%), followed by 23–27 years old (42%), while the majority belonged to the 18–22 years old group (55%). As for sex, male respondents (19%) were fewer compared to female respondents (81%), showing that most students enrolled in the BSOA program are female.

Table 2

Weighted Mean

Variables	M	V.I.
Behavioral Factors	3.34	Strongly Agree
Environmental Factors	3.50	Strongly Agree
Personal Factors	3.40	Strongly Agree

Legend: 3.26-4.00=Strongly Agree, 2.51-3.25=Agree, 1.76-2.50=Disagree, 1.00-1.75=Strongly Disagree

Table 2 presents the weighted mean of the three main factors affecting the skills of Bachelor of Science in Office Administration students. Among the variables, environmental factors obtained the highest mean of 3.50, interpreted as Strongly Agree, indicating that students believe their learning environment, including classroom setup, facilities, and atmosphere, greatly influences their skill development. This shows that a well-organized and supportive environment promotes focus and productivity. The personal factors followed with a mean of 3.40, also interpreted as Strongly Agree, showing that motivation, confidence, and adaptability play important roles in improving students' performance and career readiness. Lastly, behavioral factors had a mean of 3.34, interpreted as Strongly Agree, which implies that students' discipline, study habits, and time management contribute significantly to their learning outcomes. These findings reveal that behavioral, environmental, and personal factors are all important elements in developing the skills of BSOA students.

Table 3

Chi-squared Test on the Significant Relationship Between the Factors Affecting Skills of BSOA Students and their Demographic Profile

	Variables	**Chi-square (Computed)**	**P-val**	**D**	**I**
Year Level					
	Behavioral	78.71	0.001	Reject H_0	Significant
	Environmental	44.26	0.019	Reject H_0	Significant
	Personal	42.02	0.341	Accept H_0	Not significant
Age					
	Behavioral	19.61	0.719	Accept H_0	Not Significant
	Environmental	18.48	0.424	Accept H_0	Not Significant
	Personal	37.14	0.073	Accept H_0	Not Significant
Gender					
	Behavioral	9.70	0.643	Accept H_0	Not significant
	Environmental	14.61	0.102	Accept H_0	Not significant
	Personal	16.28	0.234	Accept H_0	Not significant

Decision Rule: If $p \leq 0.05$, reject H_0

Table 3 shows the results of the Chi-square test on the relationship between the respondents' demographic profile and the factors affecting their skills. Based on the results, a significant relationship was found between year level and both behavioral factors ($p = 0.001$) and environmental factors ($p = 0.019$), leading to the rejection of the null hypothesis. This indicates that students' year levels influence their behaviors and perceptions of their learning environment, suggesting that as students progress in their academic years, their learning habits and environmental needs evolve. On the other hand, personal factors ($p = 0.341$) showed no significant relationship with year level, and all variables tested against age and sex were also found not significant. This means that students' age and sex

do not affect their behavioral, environmental, or personal factors related to skill development. The findings imply that academic maturity, rather than demographic characteristics, plays a greater role in shaping the skills of BSOA students at Taguig City University.

5. Conclusion

This study set out to meticulously investigate the interplay of behavioral, environmental, and personal factors that collectively shape the skill development of Bachelor of Science in Office Administration (BSOA) students at Taguig City University. The findings paint a clear and comprehensive picture of a student body composed predominantly of young, female students aged eighteen to twenty-two, most of whom are in their senior years and on the precipice of their professional careers. This demographic context is crucial, as their perceptions and experiences provide a timely and relevant assessment of the program's effectiveness in preparing them for the modern workplace. The research reveals a nuanced understanding of how these distinct yet interconnected factors contribute to their academic journey and career readiness, offering valuable insights for targeted educational enhancements.

The analysis of behavioral factors underscores a profound appreciation among students for proactive and collaborative learning strategies. The highest-rated indicator—seeking help from peers or mentors—highlights a culture of interdependence and mutual support. This is not merely a study habit but a foundational professional skill, reflecting the collaborative nature of modern office environments where teamwork and clear communication are paramount. Students strongly agree that effective study habits, such as maintaining a consistent schedule and allocating specific time for tasks, are instrumental in building discipline and reducing procrastination. These behaviors are the bedrock of professionalism, directly translating into essential workplace competencies like time management, reliability, and accountability. As supported by the literature (Cruz, 2020), such disciplined practices are strongly correlated with higher academic achievement and, by extension, greater professional potential. The data suggest that students inherently understand that their actions and habits are the primary drivers of their learning outcomes.

Regarding environmental factors, the study confirms that the physical, technological, and social learning spaces are not passive backdrops but active participants in the educational process. Students expressed a strong consensus that a well-designed classroom—with appropriate lighting, a logical layout, and adequate resources—significantly promotes engagement and focus. This finding aligns with research by Brown (2021), emphasizing that a conducive physical environment is critical for optimal learning. Furthermore, access to updated technology, including modern computers and relevant software, was identified as a key contributor to digital literacy and preparedness for a tech-driven workforce. Beyond the physical, the social environment, characterized by group projects, peer discussions, and mentorship opportunities, was found to be vital. These interactions foster the development of crucial soft skills, such as teamwork, negotiation, and collective problem-solving, which are highly valued in any administrative role. The university environment, therefore, serves as a microcosm of the professional world, where both infrastructure and interpersonal dynamics dictate success.

The exploration of personal factors reveals that intrinsic characteristics are a powerful engine for academic and career advancement. Self-motivation was identified as the most critical personal attribute, signifying that students recognize their internal drive as essential for overcoming challenges and achieving their goals. This is consistent with the findings of Santos (2022), who linked intrinsic motivation directly to academic success. Confidence in their ability to complete academic requirements—a measure of self-efficacy—and the ability to adapt to changing demands were also deemed essential. These traits are indispensable for a career in office administration, which requires resilience, proactive problem-solving, and the ability to manage multiple responsibilities. The acknowledgment of family support further highlights the holistic nature of a student's journey, where external encouragement fuels internal resolve. These personal factors collectively form the psychological foundation upon which technical and behavioral skills are built.

The Chi-square analysis provides a deeper layer of insight, revealing a significant association between a student's year level and both behavioral and environmental factors. This suggests an evolutionary process in learning; as students advance from their first to their final year, their study habits become more refined and their perception of and need for a supportive environment become more acute. This finding is critical, as it points to the need for scaffolding support that adapts to students' changing needs as they progress through their academic careers. Conversely, the lack of a significant relationship between these factors and age or sex suggests that the core influences on skill development are largely universal within the program, allowing for the implementation of broadly applicable improvement strategies.

In synthesis, this study concludes that the skill development of BSOA students at Taguig City University is a multifaceted process profoundly influenced by a dynamic interplay of their behaviors, their learning environment, and their personal attributes. The findings affirm that students are most successful when they adopt disciplined habits, learn in a supportive and well-equipped environment, and cultivate personal qualities like motivation and confidence. The significant impact of year level calls for a curriculum and support system that evolves alongside the student, becoming progressively more sophisticated. Ultimately, this research provides a clear and evidence-based roadmap for stakeholders to foster a holistic educational experience that not only imparts theoretical knowledge but also cultivates the practical skills and personal resilience necessary for professional success in the demanding field of office administration.

Recommendations - Based on the comprehensive findings and conclusions of this study, the following actionable recommendations are proposed to enhance the skill development and career preparation of Bachelor of Science in Office Administration (BSOA) students. These recommendations are directed at key stakeholders: the students, faculty members, university administration, and the Office Administration Department. Proactive Skill and Habit Development: Students are encouraged to take ownership of their learning by intentionally strengthening their study habits and time management skills. This includes utilizing digital planning tools (e.g., Google Calendar, Trello) to set realistic academic goals, breaking down large projects into manageable tasks, and adhering to consistent routines to minimize procrastination. Participating actively in collaborative learning activities, such as forming study groups for complex subjects, will not only improve academic performance but also hone the teamwork and communication skills essential in a professional office setting.

Integration of Mentorship and Interactive Pedagogy: Faculty members may formalize mentoring programs within the BSOA curriculum. This could involve a structured system where senior students mentor first- and second-year students, providing guidance on both academic and early career challenges. Furthermore, faculty should continue to adopt and expand interactive teaching strategies. This includes incorporating more case studies from real-world businesses, project-based learning that simulates office workflows, and in-class activities that require students to practice critical thinking and problem-solving in real-time, thereby bridging the gap between theoretical concepts and practical application.

Enhancement of Learning Facilities and Technological Infrastructure: The university administration could prioritize investment in enhancing the physical and digital learning environment. This involves a strategic upgrade of computer laboratories to include industry-standard software, ensuring robust and reliable campus-wide internet connectivity, and redesigning classrooms to be more flexible and conducive to collaboration. Creating dedicated, quiet study zones alongside collaborative project spaces will cater to different learning styles and further promote academic focus and engagement, directly addressing the environmental factors students identified as critical to their success.

Targeted Personal and Professional Development Programs: The Office Administration Department may design and implement a series of workshops and seminars focused on the personal factors identified in the study. These programs should target key areas such as building professional confidence, developing emotional resilience, enhancing adaptability to workplace changes, and effective stress management. Inviting alumni and industry leaders as guest speakers would provide students with valuable real-world insights, networking opportunities, and

tangible role models for their future careers.

Expansion of Research Scope for Deeper Insights: Future researchers are advised to build upon this study by exploring additional variables that influence skill development. This could include investigating the impact of emotional intelligence, the quality and duration of internship experiences, and the role of leadership training in career readiness. Conducting comparative studies across different universities or a longitudinal study that tracks BSOA graduates into their professional careers would provide broader, more generalizable insights. Such research would further enrich the understanding of how to best prepare office administration students for long-term professional success and leadership roles.

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