



Evaluating the Effectiveness and Preparedness of Office Administration Curriculum among 4th Year Students in Philippine College Foundation

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Abstract: This study evaluates the effectiveness and preparedness of the Office Administration Curriculum among 4th-year students at the Philippine College Foundation. A quantitative research approach was utilized. Data were collected using a standardized questionnaire. Quantitative data management and analysis were performed using descriptive statistical tools. The findings of the study reveal that the Office Administration curriculum is highly effective in terms of curriculum content and prepares the students in terms of competency development. It indicates that the topics covered are comprehensive, relevant, and well-aligned. Engagement and interactive learning experiences are also valued in the curriculum. However, the learning objective, evaluation method, and learning experience are subject to improvement as to clarity and practical applicability. Enhancing these areas can further improve the overall effectiveness of the curriculum and better prepare students for real-world office administration roles. The study concludes that the office administration curriculum is effective and prepares students for office administration roles. It is recommended that the curriculum strengthen practical skill acquisition, creativity, and assessment methods and continuously update the curriculum content to enrich the learning experience and prepare the students for successful careers in office environments.

Index Terms - Office Administration, Curriculum Evaluation, Student Preparedness, Tertiary-Level Education, Curriculum Effectiveness

I. INTRODUCTION

The Bachelor of Science in Office Administration program is a four-year course that prepares students for a career in an outcome-focused, technology rich, professional environment. Courses in the curriculum are those that will thoroughly familiarize the students with current techniques in office practice and procedures, development in office systems and technology, good team-working and management skills, and application of the principles of good human relations and communication to prepare them to be key players in day-to-day office operations (CMO-19-s-2017). Office administration is an important field that supports and contributes to the efficient business operation of any office.

The Philippine College Foundation (PCF) offers an Office Administration curriculum that aims to produce students who are qualified for a career in office administration, specifically in various general and specialized administrative support, supervisory, and managerial positions (CMO-19-s-2017). However, there is limited research that examines the effectiveness of the office administration curriculum on preparing the students to meet the industry standards and expectations. The study of Muslikhah, Kusuma, and Suhartanto (2022) aims to reveal students' perceptions of the office administration internship by using a descriptive quantitative method. It found that 100% of students agree that the internship helps them understand the work world, and 60% feel the assignments align with classroom theory. Additionally, the study conducted by Inarda and Protacio (2019) assessed the employment outcomes and curriculum relevance from the perspective of office administration graduates, finding that the graduates have an impressive employability profile, securing middle-level management positions. However, both studies do not evaluate the overall effectiveness and preparedness of the Office Administration Curriculum. This highlights the need to assess the Office Administration Curriculum to see if it equips the 4th-year students of the Philippine College Foundation with the necessary skills and knowledge. Specifically, there is a lack of actual data on how effectively the curriculum prepares students for office administration roles and whether it aligns with the demands and expectations of the office administration industry. Thus, this study seeks to evaluate the

effectiveness and preparedness of the Office Administration Curriculum among 4th-year students of the Philippine College Foundation, provide an understanding of how well it meets the demands of the industry, and prepare students for future careers.

The study is anchored on the Tyler- Four Basic Principles of Ralph W. Tyler. It presented four basic stages of curriculum development defined as “Basic Principles of Curriculum and Instruction,” also known as Tyler’s Rationale. The Tyler Rationale (1949) is the most famous modernist model of curriculum development that specifies the four main components of the curriculum: purposes, experiences, methods, and evaluation. These four stages derive from the four questions raised by Ralph Tyler in 1949 as one of the pioneers of curriculum engineering and techniques. It stated that the model of curriculum development means how to plan a curriculum according to the goals and mission of an educational institution, following the four basic principles of Ralph Tyler’s curriculum development model: goals and objectives, content, learning experiences, and evaluation. Additionally, the study also makes use of competency-based education (CBE). CBE is defined as an outcome-based approach to education that incorporates modes of instructional delivery and assessment efforts designed to evaluate mastery of learning by students through their demonstration of the knowledge, attitudes, values, skills, and behaviors required for the degree sought (Gervais, J. 2016). Benjamin Bloom, influenced by Carroll’s work, was a theorist and psychologist who believed “most students (perhaps more than 90%) can master what we have to teach them, and it is the task of instruction to find the means which will enable our students to master the subject under consideration” (Gervais, J. 2016). This “mastery of learning” approach allows for assessment of a student’s learning pre- and post-lesson to determine the length, extent, and depth required and what educational interventions would be helpful to assist the student in learning (Le et al., 2014). Learning objectives are developed based on the outcome of a pre-assessment of student knowledge. Instruction, based on the learning objectives, focuses on specific behaviors a student needs to demonstrate in order to achieve competence (Gervais, J. 2016).

This study focuses on key variables such as learning objectives, curriculum content, learning experience, and evaluation methods. These help to investigate the effectiveness of the Office Administration Curriculum for 4th-year students at the Philippine College Foundation. Learning objectives are clearly written, specific statements of observable learner behavior or action that can be measured upon completion of an educational activity. They are the foundation for instructional alignment, whereby the learning objectives, assessment tools, and instructional methods mutually support the desired learning outcome (Chatterjee, D., & Corral, J. 2017). According to “The Meaning of Curriculum Content and Learning Experiences” (2016), curriculum content simply means the totality of what is to be taught in a school system. Additionally, learning experience refers to any interaction course, program, or other experience in which learning takes place, whether it occurs in a traditional academic setting or a non-traditional academic setting, in an in an outdoor environment, or whether it includes traditional educational interactions or nontraditional interactions. The evaluation methods can include tests, quizzes, essays, projects, observations, and more (Sharma, G., & Sharma, G. 2024).

These variables are linked to the outcomes of acquiring skills, attaining knowledge, and developing competencies in office administration. The acquisition of 21st century skills through teaching and learning has become one of the greatest challenges facing education delivery in recent times. (Cobbinah, J. E., & Adjei-Boateng, E. 2019). Thus, it is very important to gain such skills to be equipped and prepared for the real office setting. Essential skills for office administration are gained through practical application as well as hands-on experience by the students. With the skills acquired, knowledge also comes at hand. These knowledges are attained through theoretical understanding and applying the concepts. With the acquired skills and knowledge, students will develop competencies that are essential for them to succeed in a professional setting.

Objectives of the study

This study aims to evaluate the effectiveness and preparedness of the Office Administration curriculum among 4th-year students at the Philippine College Foundation. Specifically, it seeks to address the following questions:

1. Evaluating the level of effectiveness do Office Administration Curriculum have in terms of:
 - a) Learning Objectives
 - b) Curriculum Content
 - c) Learning Experience
 - d) Evaluation Methods
2. Assessing the level of preparedness of the Office Administration Curriculum in terms of:
 - a) Acquiring skills
 - b) Attaining knowledge
 - c) Developing competencies

II. METHODOLOGY

This research employs a quantitative research approach, utilizing a descriptive research design. The descriptive research design is appropriate for this study as it aims to describe and evaluate the effectiveness and preparedness of the Office Administration curriculum at the Philippine College Foundation in preparing fourth-year students for their future roles in the workplace.

The research was conducted at the Philippine College Foundation, a leading private higher education institution located at Purok-6, Poblacion, Valencia City, Philippines. The Office Administration program is offered at this school, and the research activities will take place within this setting.

The respondents of the study are the 100 fourth-year students enrolled in the 1st semester of A.Y. 2024-2025 in the office administration program. The respondents will be selected using a random sampling technique to ensure a representative sample.

The primary research instrument for this study is a standardized questionnaire. The questionnaire is designed to collect quantitative data from the respondents regarding the effectiveness of the curriculum, such as learning objectives, curriculum content, and learning experience and evaluation methods. The researchers also collected data on the preparedness of the curriculum in terms of acquiring skills, attaining knowledge, and developing competencies for preparing in the workplace. The questionnaire will use Likert-scale items to measure the various aspects of the office administration program.

The questionnaire underwent pilot testing with a sample of 30 office administration 4th year students to assess its clarity, validity, and reliability. Based on the feedback, the questionnaire is acceptable and demonstrates excellent reliability. It is well-constructed in terms of internal consistency, which means the items are consistent in their measurement and can be reliably used to assess the intended construct.

The data gathering process will involve obtaining the necessary permissions and approvals from the Philippine College Foundation to conduct the study, distributing the questionnaire to the randomly selected student participants, collecting the completed forms, and ensuring the confidentiality and anonymity of the participants throughout the data collection process.

The quantitative data collected through the questionnaire will be analyzed using descriptive statistics. The mean, median, and mode will be calculated to determine the central tendency of the responses for each item in the questionnaire. The descriptive statistical analysis will provide a comprehensive understanding of the students' perceptions of the office administration curriculum and their preparedness for the workplace. The findings from this quantitative analysis will serve as the basis for further exploration and interpretation through qualitative research methods.

III. RESULT AND DISCUSSION

Table 1. The level of effectiveness does Office Administration Curriculum have in terms of Learning Objectives.

LEARNING OBJECTIVES	Mean	Descriptive rating	Qualitative Interpretation
The learning objectives of the curriculum are clearly defined and well-communicated.	4.29	Strongly Agree	Highly Effective
The learning objectives provides a clear idea of the abilities and information the students should expect to gain.	4.38	Strongly Agree	Highly Effective
The learning objectives are realistic and achievable.	4.34	Strongly Agree	Highly Effective
The learning objectives are not helping on developing the necessary skills of the office administration students.	2.83	Neither	Moderately Effective
The technical and soft skills are developed with the emphasize on the learning objectives.	4.20	Agree	Effective
The learning objectives are limited and do not provide an understanding to office administration.	2.86	Neither	Moderately Effective
TOTAL	3.82	Agree	Effective

Legend

SCALE	RANGE	Descriptive Rating	Qualitative Interpretation
1	1.00-1.80	Strongly Disagree	Highly Ineffective
2	1.81-2.60	Disagree	Ineffective
3	2.61-3.40	Neither	Moderately effective
4	3.41-4.20	Agree	Effective
5	4.21-5.00	Strongly Agree	Highly Effective

Table 1 shows the level of effectiveness of the Office Administration curriculum's learning objectives. The highest mean score is 4.38, which indicates highly effective, corresponding to "provide a clear idea of the abilities and information the students should expect to gain." On the other hand, the lowest mean score is 2.83, which indicates moderately effective with the statement "the learning objectives are not helping in developing the necessary skills of the office administration students."

The data highlights that students strongly agree that the learning objectives clearly communicate the expected abilities and information, as shown by the highest mean score of 4.38. This suggests that the curriculum effectively outlines what students

should learn and achieve. On the other hand, the lowest mean score of 2.83 indicates a neutral perception regarding the curriculum's role in developing essential office administration skills, revealing a critical area for improvement.

These findings of the Office Administration Curriculum show that its learning objectives are effective in developing the student's potential to be fully equipped as office administration personnel in a real-office setting. Learning objectives are guiding statements for each learning encounter, and they connect intention with reality within the learning experience as well as to the assessment planned (Chatterjee, D., & Corral, J. 2017). According to Emily Kaye Faulconer (2017), there is also evidence for the benefit of articulating the learning objectives prior to a lesson. Many faculty educational resources emphasize the importance of connecting learning objectives with assessments and teaching. The role of learning objectives in course design is clear. Another purpose of learning objectives is to clearly communicate with students the course expectations for content and performance. In terms of content and complexity, learning objectives should scaffold professional practice, requirements for a program, and individual course goals by communicating the specific content areas and skills considered important by the academic field (Rodriguez and Albano, 2017). This gap is crucial for ensuring that students not only understand the theoretical aspects but also acquire the practical skills necessary for their future careers in office administration. This could involve integrating more practical exercises, internships, or real-world projects into the curriculum.

Table 2. The level of effectiveness does Office Administration Curriculum have in terms of Curriculum content.

CURRICULUM CONTENT	Mean	Descriptive rating	Qualitative Interpretation
The Curriculum content covers the necessary topic for office administration course.	4.37	Strongly Agree	Highly Effective
Case studies and real-world situations are incorporated to the curriculum content.	4.20	Agree	Effective
The curriculum content is relevant to the current demands and trends of office administration.	4.32	Strongly Agree	Highly Effective
The curriculum content is irrelevant to the real-world office setting.	3.15	Neither	Moderately effective
The curriculum content is updated and contains latest trends and practices.	4.22	Strongly Agree	Highly Effective
TOTAL	4.05	Agree	Effective

Table 2 shows the level of effectiveness of the Office Administration curriculum's content. The highest mean score of 4.37, which indicates that the course is highly effective, covers the necessary topics for an office administration course. On the other hand, the lowest mean score of 3.15, which indicates that it is perceived as moderately effective in its relevance to the real-world office setting, highlights an area where practical relevance can be improved.

The data shows that students strongly agree that the curriculum content covers the necessary topics for office administration, with a high mean score of 4.37. This suggests that the content is thorough, addresses key areas of study, and is well aligned with academic requirements. However, the lowest mean score of 3.15 reveals a neutral perception regarding the relevance of the curriculum content to real-world office settings. It may not fully reflect the practical demands of modern office environments. This points to a potential need for integrating more real-world applications into the curriculum.

According to Suratman, B., Wulandari, S. S., & Nugraha, J. (2019), the curriculum not only consists of subjects (courses) but also covers all activities and experiences that are the responsibility of the school. Relevance of the curriculum is a connection or anything that has a relationship with any activities that exist in the world of education that may affect learners and be able to realize the goal of education. Relevance will make connections between potential employment opportunities and the ability of graduates to meet job requirements. The curriculum needs to be reviewed to evaluate whether there is a match between what is taught in schools and the needs of the working world.

To establish data on the relevance of the curriculum being offered. Significantly, the curriculum offered should be relevant of what the industry requires. Faculty members and curriculum planners have the obligation to continuously assess the latest information on employment to assist in revising the offering and reflect the most important skills needed by the industry (Inarda, Analyn & LProtacio, Michael. 2019). Curriculum content is carefully selected so that the appropriate and pertinent subject areas are included (CMO-19-s-2017).

Table 3. The level of effectiveness does Office Administration Curriculum have in terms of Learning Experience.

LEARNING EXPERIENCE	Mean	Descriptive rating	Qualitative Interpretation
The learning experience are engaging and interactive.	4.35	Strongly Agree	Highly Effective
The learning experience lacks hands-on and practical learning.	3.39	Neither	Moderately Effective
Collaboration and teamwork among students are encouraged in the Office Administration Curriculum.	4.41	Strongly Agree	Highly Effective
There are variety of learning experience, including lectures, group projects, and hands on activities.	4.36	Strongly Agree	Highly Effective
Guest speaker and industry professional enriches the learning experience of the students.	4.30	Strongly Agree	Highly Effective
There is no experiential learning and field trips.	3.42	Agree	Effective
TOTAL	4.04	Agree	Effective

Table 3 shows the level of effectiveness of the Office Administration curriculum's learning experience. The highest mean score of 4.41, indicating strong agreement that collaboration and teamwork are encouraged within the Office Administration Curriculum, suggests that students find the curriculum highly effective in fostering collaborative skills. Conversely, the lowest mean score of 3.39, indicating a neutral perception regarding the lack of hands-on and practical learning experiences, highlights an area where the curriculum could be improved to provide more practical engagement for students.

The data reveals that students strongly agree that collaboration and teamwork are well-encouraged, as evidenced by the highest mean score of 4.41. This suggests that the curriculum effectively promotes cooperative learning among students. On the other hand, the lowest mean score of 3.39 reflects a moderate perception of the curriculum's effectiveness in offering hands-on and practical learning experiences.

Collaboration skills are one of the skills that will be useful in the 21st century, or what is known as the 4C (critical thinking, creative thinking, communicating, and collaborating) (Herfine, H., & Marsofiyati, M. 2024). Collaboration is a process where a group of individuals work together, consider diverse perspectives, participate in group discussions, make contributions, and listen to each other (Tekad, T., & Pebriana, R. 2022). Almost all jobs require collaboration skills because work is done by helping each other. Students' collaboration skills can be improved by interacting a lot, exchanging ideas or opinions to find a solution to a problem. Therefore, students who study office administration must get used to always collaborating because what they learn today will have visible effects when they work in the office (Herfine, H., & Marsofiyati, M. 2024).

Practical experience gives students confidence as they prepare for and make decisions about their future career paths (Bradberry, L. A., & De Maio, J. 2018). The ultimate goal of hands-on learning is to foster an interactive and dynamic learning environment where students can actively engage with the material, apply theoretical knowledge to real-world situations, and develop essential skills that will serve them beyond the classroom (Main, P. 2023). The office administration study program holds an internship for the student to improve skills in professional administration in the 21st-century era. Internships provide students with a bridge from the classroom into the working world. The purpose of the internship program is to prepare graduates to face the world of work through the experience gained (Muslikhah, R. I., Kusuma, C. S. D., & Suhartanto, N. 2022).

Table 4. The level of effectiveness does Office Administration Curriculum have in terms of Evaluation Methods.

EVALUATION METHODS	Mean	Descriptive rating	Qualitative Interpretation
The evaluation methods are fair and valid.	4.27	Strongly Agree	Highly Effective
The evaluation does not evaluate a wide range of skills and abilities.	3.18	Neither	Moderately Effective
The evaluation methods assess the progress of the students.	4.33	Strongly Agree	Highly Effective
The assessment methods provide formative feedback and improvement to the students.	4.30	Strongly Agree	Highly Effective
The assessment methods do not encourage improvement and self-reflections.	2.82	Neither	Moderately Effective
The evaluation methods accurately assessed the student's practical skills.	4.10	Agree	Effective

TOTAL	3.83	Agree	Effective
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Table 4 shows the level of effectiveness of the Office Administration curriculum's evaluation methods. The highest mean score of 4.3300, indicating strong agreement that the evaluation methods assess the progress of students, suggests that students find these methods highly effective in tracking their development. Conversely, the lowest mean score of 2.82, reflecting a neutral perception regarding whether the assessment methods encourage improvement and self-reflection, highlights a significant area for improvement in promoting student growth and self-awareness.

The data shows that students strongly agree that the evaluation methods effectively assess their progress, as evidenced by the highest mean score of 4.3300. This indicates that the curriculum successfully monitors student development through fair and valid evaluation methods. On the other hand, the lowest mean score of 2.82 shows a moderate perception of the effectiveness of assessment methods in encouraging self-reflection and improvement. This points to a need for more formative and reflective assessment practices within the curriculum.

One of the evaluation methods that the teacher and school make use of to assess the progress of the students is formative assessment. Formative assessments are informed strategies that teachers use to support the progress of students. Formative assessment identifies the students' progress as well as highlighting the gaps in their knowledge and understanding, providing the teacher with useful insight as to what feedback and instruction can be provided to continue the learning process (Jones, K. 2021). The evaluation methods can include tests, quizzes, essays, projects, observations, and more (Sharma, G., & Sharma, G. 2024). Another evaluation method is summative assessment, which takes place after the student completes the learning in a certain subject, lesson, or course. These include the major examinations, research papers, projects, and performances.

Table 5. The Summary of level of effectiveness does Office Administration Curriculum have

SUMMARY	Mean	Descriptive rating	Qualitative Interpretation
LEARNING OBJECTIVES	3.82	Agree	Effective
CURRICULUM CONTENT	4.05	Agree	Effective
LEARNING EXPERIENCE	4.04	Agree	Effective
EVALUATION METHODS	3.83	Agree	Effective

Table 5 shows the summary level of effectiveness of the Office Administration curriculum's learning objectives, curriculum content, learning experience, and evaluation methods. The highest mean score of 4.05, indicating the effectiveness of the curriculum content, suggests that students find the topics covered comprehensive and relevant to their field of study. Conversely, the lowest mean score of 3.82, reflecting the effectiveness of the learning objectives, highlights the area that is perceived as least effective, though still rated positively overall.

The data shows that students agree the curriculum content is highly effective, with a mean score of 4.05, indicating satisfaction with the comprehensiveness and relevance of the topics covered. In contrast, the learning objectives received the lowest mean score of 3.82, the objectives may not be as impactful in guiding and motivating students toward achieving practical skills and comprehensive understanding. Suggesting that while they are clear and well-communicated, there is room for improvement in making them more effective.

These findings of the Office Administration Curriculum are generally effective, particularly in their content. It could benefit from a review and enhancement of its learning objectives. Ensuring that these objectives are not only clear but also inspiring and practically oriented can enhance the overall effectiveness of the curriculum, leading to better student outcomes and satisfaction.

Table 6. The level of preparedness of the Office Administration Curriculum in terms of Acquiring Skills.

ACQUIRING SKILLS	Mean	Descriptive rating	Qualitative Interpretation
The curriculum equipped the students with the technical skills needed in the office setting.	4.27	Strongly Agree	Highly Prepared
The curriculum lacks opportunities for the students to develop problem-solving and critical thinking skills.	2.98	Neither	Moderately Prepared
The students acquire interpersonal and communication skills essential for office setting.	4.27	Strongly Agree	Highly Prepared
There are hands-on and practical application of office administration skills.	4.12	Agree	Prepared
The customer service and client relations skills of the students are developed under the office administration curriculum.	4.31	Strongly Agree	Highly Prepared
The curriculum fails to develop the organizational and time management skills of the students.	2.75	Neither	Moderately Prepared
TOTAL	3.78	Agree	Prepared

Legend

SCALE	RANGE	Descriptive Rating	Qualitative Interpretation
1	1.00-1.80	Strongly Disagree	Highly Unprepared
2	1.81-2.60	Disagree	Unprepared
3	2.61-3.40	Neither	Moderately Prepared
4	3.41-4.20	Agree	Prepared
5	4.21-5.00	Strongly Agree	Highly Prepared

The data provided in the table shows the level of preparedness of the Office Administration Curriculum in terms of acquiring various skills. The mean scores for each skill area are presented, along with a qualitative interpretation of the preparedness level.

The highest mean score is 4.31, which corresponds to "The customer service and client relations skills of the students are developed under the office administration curriculum." This indicates that the curriculum is highly effective in preparing students for this aspect of office administration. The lowest mean score is 2.75, which corresponds to "The curriculum fails to develop the organizational and time management skills of the students." This suggests that the curriculum is only moderately effective in developing these essential skills.

The strong performance in customer service and client relations skills suggests that the Office Administration program is successfully equipping students with the necessary competencies for effective client interaction and service delivery. This is a crucial aspect of office administration and aligns with the demands of the industry. However, the relatively lower performance in organizational and time management skills is a concern. These skills are fundamental to the successful execution of office administration responsibilities. The program should consider strengthening its focus on developing these capabilities to ensure that graduates are fully prepared to manage the organizational and time-sensitive aspects of their roles.

By addressing the areas of relative weakness, the Office Administration program can enhance the overall preparedness of its graduates, ensuring they are better equipped to navigate the demands and complexities of office administration roles upon entering the workforce. The acquisition of 21st-century skills through teaching and learning has become one of the greatest challenges facing education delivery in recent times. (Cobbinah, J. E., & Adjei-Boateng, E. 2019). This will not only benefit the students but also the organizations they serve, as they will be better positioned to contribute effectively to the smooth functioning of the office environment.

Table 7. The level of preparedness of the Office Administration Curriculum in terms of Attaining Knowledge.

ATTAINING KNOWLEDGE	Mean	Descriptive rating	Qualitative Interpretation
The Curriculum broadens the students understanding of human resource management concepts and practices.	4.45	Strongly Agree	Highly Prepared
The students are knowledgeable about financial management principles and budgeting techniques applicable to office administration roles.	4.14	Agree	Prepared
The curriculum fails to encourage reach and self-directed learning.	2.90	Neither	Moderately Prepared
The Curriculum enhances the students understanding of marketing and branding concepts relevant to office settings	4.21	Strongly Agree	Highly Prepared
The Curriculum provides a solid foundation on stenography writing and reading.	4.29	Strongly Agree	Highly Prepared
The curriculum fails to emphasize the legal and ethical considerations in office administration.	2.93	Neither	Moderately Prepared
TOTAL	3.82	Agree	Prepared

The highest mean score is 4.45, which corresponds to "The curriculum broadens the students' understanding of human resource management concepts and practices." The qualitative interpretation of this score is "Highly Prepared," indicating that the curriculum is effectively equipping students with a strong grasp of these essential concepts. The lowest mean score is 2.90, which corresponds to "The curriculum fails to encourage reach and self-directed learning." The qualitative interpretation of this score is "Moderately Prepared," suggesting that there is room for improvement in this area.

The strong performance in human resource management knowledge suggests that the Office Administration program is successful in developing students' understanding of essential concepts and practices in this domain. This aligns with the demands of office administration roles, where effective management of human resources is crucial. However, the relatively lower performance in encouraging reach and self-directed learning is a concern. Fostering these skills is important for students to become lifelong learners and adapt to the evolving demands of the office administration field. The program should consider enhancing its approach to promoting independent and self-directed learning among the students.

By addressing the areas of relative weakness, the Office Administration program can further strengthen the overall preparedness of its graduates. Enhancing the curriculum's emphasis on reach and self-directed learning will empower students to take a more active role in their own professional development, better equipping them to navigate the challenges and changes they may encounter in their future office administration careers.

Table 8. The level of preparedness of the Office Administration Curriculum in terms of Developing Competencies.

DEVELOPING COMPETENCIES	Mean	Descriptive rating	Qualitative Interpretation
The curriculum helps the development of ethical conduct of the students	4.36	Strongly Agree	Highly Prepared
The curriculum fails to develop the creativity and innovative minds of the students.	2.89	Neither	Moderately Prepared
The curriculum encourages demonstration of leadership and decision-making abilities.	4.39	Strongly Agree	Highly Prepared
The Curriculum develops the student's ability to cope with pressure and setbacks.	4.21	Strongly Agree	Highly Prepared
The problem-solving skills of the students has improved through the Office Administration Curriculum.]	4.27	Strongly Agree	Highly Prepared
The students are skilled in conducting research and gathering information to support the decision-making process.	4.27	Strongly Agree	Highly Prepared
TOTAL	4.07	Agree	Prepared

Table 8 shows the level of preparedness of the Office Administration curriculum's in developing competencies. The highest mean score of 4.39 indicates strong agreement that the curriculum encourages the demonstration of leadership and decision-making abilities, suggesting that students feel highly prepared in these crucial areas. Conversely, the lowest mean score of 2.89, indicating a moderate perception that the curriculum fails to develop the creativity and innovative minds of students, highlights a significant area for improvement.

The data shows that students strongly agree that the curriculum effectively encourages the demonstration of leadership and decision-making abilities, as evidenced by the highest mean score of 4.39. This suggests that the curriculum is particularly strong at preparing students for leadership roles. On the other hand, the lowest mean score of 2.89 shows that students feel the curriculum moderately prepares them to foster creativity and innovation.

While these findings of the Office Administration Curriculum are effective in fostering leadership and decision-making skills, it needs to place greater emphasis on developing students' creativity and innovative thinking. This gap is crucial for ensuring that students are not only prepared for leadership roles but also equipped to bring fresh, innovative ideas to their work environments.

Table 9. The Summary level of preparedness of the Office Administration Curriculum.

SUMMARY	Mean	Descriptive rating	Qualitative Interpretation
ACQUIRING SKILLS	3.78	Agree	Prepared
ATTAINING KNOWLEDGE	3.82	Agree	Prepared
DEVELOPING COMPETENCIES	4.07	Agree	Prepared

Table 9 shows the summary level of the Office Administration Curriculum's acquiring skills, attaining knowledge, and developing competencies. The highest mean score of 4.07 indicates strong agreement that the curriculum is effective in developing competencies, suggesting that students feel highly prepared in key areas such as leadership, decision-making, and ethical conduct. Conversely, the lowest mean score of 3.78 reflects a moderate perception of the curriculum's effectiveness in acquiring skills, highlighting an area where practical application and hands-on experience may need improvement.

The data shows that students agree that the curriculum is effective in developing competencies, as evidenced by the highest mean score of 4.07. This indicates that the curriculum successfully prepares students with the essential competencies required in the office administration field. In contrast, the lowest mean score of 3.78 shows that students feel moderately prepared to acquire practical skills through the curriculum.

These findings of the Office Administration Curriculum are effective in several key areas, particularly in developing competencies; however, it needs to enhance its focus on practical skill acquisition. Ensuring that students are well-prepared with both theoretical knowledge and practical skills is crucial for their success in real-world office settings.

IV. SUMMARY

This study focuses on the effectiveness and preparedness of the Office Administration curriculum among 4th year students in a private institution. The statement of the problem outlines the objectives of the study, which are to evaluate the level of effectiveness and preparedness of the Office Administration Curriculum. The purpose of the study is to highlight the importance and relevance of the research findings to various stakeholders. The Philippine College Foundation can benefit from the study by providing valuable insights to inform potential modifications or enhancements to the office administration curriculum, align it more closely with industry demands, and improve the overall readiness of graduating students for their future careers in the administrative field.

This study is delimited to the specific location of the Philippine College Foundation, Purok-6, Poblacion, Valencia City, Bukidnon, Philippines. The research respondents are the 100 Office Administration 4th year students of the Philippine College Foundation, selected through random sampling. A researcher used a standardized questionnaire as the research instrument to gather data on the level of effectiveness and preparedness of the Office Administration Curriculum. The data gathering procedure involves obtaining consent, distributing the questionnaire, and securely storing and organizing the responses. The study employed quantitative and descriptive methods, aiming to provide a clear and detailed account of the level of effectiveness and preparedness of the Office

Administration Curriculum. Descriptive statistics will be used to analyze the data, including means. These statistical measures will provide information about the respondents' perceptions and help address the research questions.

4.2 Findings

The findings from this study provide information on the level of effectiveness and preparedness of the Office Administration Curriculum.

In terms of the effectiveness of the learning objectives, they have a mean of 3.82. Students generally perceive that the learning objectives of the curriculum are clearly defined and effectively communicated. This clarity helps students understand what is expected of them in terms of learning outcomes. However, there is an opportunity to enhance these objectives to ensure they not only guide theoretical understanding but also translate into practical skill development that is directly applicable in office administration roles.

In curriculum content, the mean was 4.05. The high mean score reflects students' positive perceptions regarding the comprehensiveness and relevance of the curriculum content. It indicates that the topics covered are aligned with current industry demands and provide a solid foundation of knowledge in areas such as human resource management, financial management, marketing, and stenography. This strong alignment ensures that students are equipped with essential theoretical knowledge necessary for their roles in office settings.

In learning experience, the mean is 4.04. Students highly value the learning experience provided by the curriculum, rating it as engaging and interactive. This positive perception suggests that the curriculum incorporates diverse learning methods, including lectures, group projects, and hands-on activities, which cater to different learning styles and foster active participation. Such varied approaches not only enhance understanding but also promote critical thinking and collaboration among students.

In evaluation methods, the mean was 3.83. While students perceive the evaluation methods as fair and valid, there is a moderate perception that they could be further refined to provide more robust formative feedback. Enhancing these methods to include more opportunities for self-reflection and improvement would better support students in monitoring their progress and identifying areas for development throughout their studies.

Acquiring skills had a mean of 3.78. The mean score indicates that while the curriculum effectively imparts technical skills necessary in office settings, there is room for improvement in providing practical, hands-on experiences. Incorporating more real-world simulations, internships, or practical exercises can enhance students' ability to apply theoretical knowledge to actual workplace scenarios, thereby bridging the gap between theory and practice.

Attaining knowledge has a mean of 3.82. Students feel positively about the curriculum broadening their knowledge across various domains pertinent to office administration. This includes understanding human resource management concepts, financial management principles, marketing strategies, and stenography skills. However, there is an opportunity to encourage more self-directed learning and research among students to deepen their understanding and prepare them for continuous learning in their careers.

Developing Competencies with a mean of 4.07. The high mean score indicates that students feel well-prepared for developing essential competencies such as ethical conduct, leadership, decision-making, problem-solving, and research skills. These competencies are crucial for effective performance in office administration roles. However, there is a need to enhance the curriculum's focus on fostering creativity and innovation. By encouraging more innovative thinking and creative problem-solving approaches, students can better adapt to evolving workplace challenges and contribute innovative solutions.

These elaborations highlight the strengths of the Office Administration Curriculum in providing a solid theoretical foundation, engaging learning experiences, and developing essential competencies. They also pinpoint specific areas where targeted improvements, such as enhancing practical skill acquisition, refining assessment methods, and fostering creativity, can further enhance the curriculum's effectiveness in preparing students for successful careers in office administration.

4.3 Conclusion

Based on the findings from the analysis of the Office Administration Curriculum, it is evident that the curriculum generally succeeds in delivering a comprehensive educational experience. Students perceive the curriculum positively in terms of content relevance, engagement in learning activities, and the development of crucial competencies like leadership and ethical conduct.

However, there are notable areas for improvement, particularly in enhancing practical skill acquisition, fostering creativity and innovation, and refining assessment methods to better support student learning and growth. Addressing these areas can further enhance the curriculum's effectiveness in preparing students for diverse roles in office administration. Overall, while the curriculum lays a strong foundation in theoretical knowledge and essential competencies, continuous refinement and adaptation will be key to ensuring its relevance and impact in meeting the evolving needs of students and the workplace.

4.4 Recommendation

Based on the findings, several recommendations can enhance the effectiveness of the Office Administration Curriculum.

1. The institution needs to strengthen practical skill acquisition through more hands-on activities, internships, or real-world simulations. This would better prepare students for the practical demands of office roles.
2. The institution should foster creativity and innovation by prioritizing the integration of more opportunities for students to explore and apply innovative thinking in their coursework.
3. The institution needs to improve the assessment methods by providing more meaningful feedback and supporting student's self-reflection through enhanced learning outcomes.
4. The institution should continuously update the curriculum content to reflect current industry trends, and incorporating more opportunities for self-directed learning can ensure students receive a well-rounded education that meets the dynamic needs of the office administration field.

4.5 Acknowledgement

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