

Level of Digital Skills among Business Administration Graduating Students in Monkayo College of Arts, Sciences and Technology

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ABSTRACT

In the rapidly evolving landscape of today's work environment, digital skills have become imperative for professional success and innovation. This study investigates the digital skills of graduating students in the Business Administration program at Monkayo College of Arts, Sciences, and Technology, focusing on five key components: Information, Communication, Content Creation, Safety, and Problem Solving. Using a quantitative-descriptive, non-experimental design, data was collected from 250 randomly chosen respondents through Google Forms. The results revealed variations in digital skills across components and courses. Financial Management students excelled in information and safety, while Human Resource Management students excelled in problem-solving. Recommendations are proposed to enhance students' digital skills, including tailored training programs, integration of digital skills into the curriculum, industry collaboration for practical training, mentorship programs with industry professionals, and technology-enhanced learning platforms. Continuous assessment mechanisms and cross-disciplinary collaboration are also recommended to foster a culture of continuous learning.

Keywords: digital skills, workplace readiness, technology-enhanced learning, MonCAST, Philippines

INTRODUCTION

The modern workplace demands specific and unique digital skills from employees. In the past, jobs primarily focused on physical and routine duties, often requiring minimal educational background. However, in a globalizing world, employers seek professionals who can demonstrate high levels of productivity and innovation. Proficiency in digital skills is now a crucial requirement for success in the increasingly complex and digitally dominated workplace of the twenty-first century (Nurdin, 2019).

This study aims to assess the digital skills of graduating students in the Business Administration program at Monkayo College of Arts, Sciences, and Technology. Understanding the basic skill levels of these students is essential for maximizing their potential in securing employment in digital technology careers. Graduating students must develop these skills, as they are vital for success in today's job market (Norris, 2020).

LITERATURE REVIEW

Digital skills encompass the ability to create, use, evaluate, and share content using computers and smartphones. The Digital Competence Framework developed by the Joint Research Centre (JRC) and the Directorate-General for Education and Culture (DG EAC) outlines essential digital competencies necessary for effective participation in the digital economy. These competencies include information literacy, communication and collaboration, digital content creation, safety, and problem-solving (JRC, 2020).

METHODOLOGY

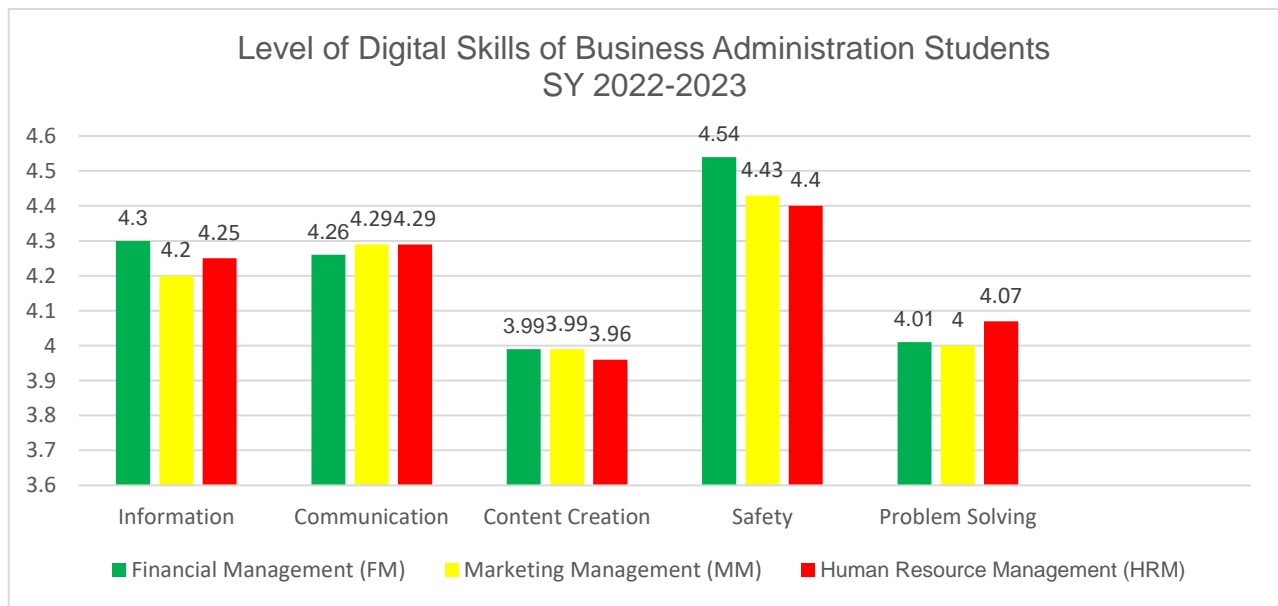
The research employed a quantitative-descriptive, non-experimental design. A total of 250 respondents were randomly selected from the Business Administration program. Data was collected using a structured

questionnaire distributed via Google Forms. The questionnaire assessed the respondents' proficiency in the five key components of digital skills: Information, Communication, Content Creation, Safety, and Problem Solving.

Range of Means	Description	Qualitative Description
4.21 – 5.00	Very High	This means that digital skill is very much evident.
3.41 – 4.20	High	This means that digital skill is much evident.
2.61 – 3.40	Moderate	This means that digital skill is sometimes evident.
1.81 – 2.60	Low	This means that digital skill is seldom evident.
1.00 – 1.80	Very Low	This means that digital skill is not evident.

RESULTS

The results indicated that overall digital skills among students were high, with variations observed across different components. Financial Management students demonstrated superior skills in information management and safety, while Human Resource Management students excelled in problem-solving abilities. Marketing Management students exhibited similar levels of proficiency in communication skills.



Based on the results, the digital skills by component:

In terms of **Information**, Financial Management has the highest mean (4.3), followed by HRM (4.25), and MM (4.20).

In terms of **Communication**, MM and HRM have the same level (4.29), while FM has a slightly lower mean (4.25).

In terms of **Content Creation**, FM and MM have the highest mean (3.99), while HRM has the lowest (3.96).

In terms of **Safety**, FM has the highest mean (4.54), followed by MM (4.43), and HRM with the lowest (4.40).

•Problem Solving: HRM has the highest mean (4.07), followed by FM (4.61), and MM with the lowest (4.00).

And the Overall Findings includes, Safety has the highest mean (4.457), while content creation has the lowest mean (3.980).

Descriptive Statistics

	Course	Information	Communication	Content Creation	Safety	Problem Solving
Mean	4.250	4.280	3.980	4.457	4.027	
Std. Deviation	0.05000	0.01732	0.01732	0.07371	0.03786	

Note. Not all values are available for *Nominal Text* variables

DISCUSSION

The findings of this study indicate that while students possess a high level of digital skills, there are notable variations across different components. Financial Management students demonstrated superior skills in information management and safety, while Human Resource Management students excelled in problem-solving abilities. Marketing Management students exhibited similar levels of proficiency in communication skills.

These results align with the Digital Competence Framework developed by the Joint Research Centre (JRC) and the Directorate-General for Education and Culture (DG EAC), which outlines essential digital competencies necessary for effective participation in the digital economy. The framework identifies five key areas of digital competence: Information, Communication, Content Creation, Safety, and Problem Solving (JRC & DG EAC, 2020).

The variations observed in the students' digital skills suggest that while some areas are well-developed, others require targeted interventions. For instance, if content creation skills are found to be lacking, tailored workshops or courses should be implemented to enhance these abilities. By aligning the curriculum with the competencies outlined in the Digital Competence Framework, educational institutions can ensure that students are equipped with the necessary skills to thrive in the digital workplace.

Furthermore, integrating the framework into the curriculum can provide a structured approach to skill development, allowing students to systematically build their digital competencies. This alignment not only prepares students for immediate employment but also fosters lifelong learning and adaptability in an ever-evolving digital landscape.

CONCLUSION/ RECOMMENDATIONS

The study provides insights into the digital skills of graduating students in the Business Administration program. While overall digital skills are high, variations exist among components and courses. Recommendations for targeted skill development and curriculum enhancement may be considered based on these findings to better prepare students for the digital workplace.

Additionally based on the results of the study, these are the following recommendations to enhance the digital skills of graduating students in the Business Administration program at Monkayo College of Arts, Sciences, and Technology:

Tailored Training Programs- Develop and implement tailored training programs based on the identified areas of lower proficiency. For instance, if content creation skills are found to be lower, offer workshops or courses specifically focused on enhancing content creation abilities.

Integration of Digital Skills in Curriculum- Integrate digital skills development into the curriculum across all business administration courses. Ensure that each course includes components that enhance information, communication, content creation, safety, and problem-solving skills relevant to the modern workplace.

Industry Collaboration- Collaborate with industry partners to design and deliver practical and up-to-date

digital skills training. This can provide students with real-world insights and hands-on experiences, aligning their skills with current industry requirements.

Mentorship Programs- Establish mentorship programs where students can connect with industry professionals who can guide them in developing their digital skills. This mentorship can provide valuable insights into the practical application of digital skills in different business contexts.

Technology-Enhanced Learning Platforms- Invest in technology-enhanced learning platforms to facilitate self-paced learning. Provide access to online resources, interactive modules, and virtual labs that allow students to continuously improve their digital skills beyond traditional classroom settings.

Continuous Assessment and Feedback- Implement continuous assessment mechanisms to monitor the progress of students in developing digital skills. Provide constructive feedback to help them understand their strengths and areas that need improvement, fostering a culture of continuous learning.

Encourage Cross-Disciplinary Collaboration- Promote collaboration between students from different business administration specializations. This can facilitate the exchange of knowledge and skills, encouraging a more holistic approach to digital competence.

Create a Digital Skills Certification Program- Establish a voluntary digital skills certification program that allows students to showcase their proficiency to potential employers. This certification can serve as an additional credential and boost their competitiveness in the job market, may collaborate with *Technical Education and Skills Development Authority* agency (TESDA)

Implementing these recommendations can contribute to a more comprehensive and effective approach to enhancing the digital skills of graduating students, preparing them for success in the digitalized workplace.

Conclusion

This study provides valuable insights into the digital skills of graduating students in the Business Administration program. While overall digital skills are high, variations exist among components and courses. By implementing the recommended strategies, educational institutions can better prepare students for the demands of the digital workplace.