

Level of Skills in Stenography Among Office Administration Students in Tangub City Global College

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ABSTRACT

This study assessed the level of skills in stenography among Bachelor of Science in Office Administration (BSOA) students at Tangub City Global College (TCGC) during the Academic Year 2025–2026. Anchored on Paul Fitts and Michael Posner’s Skill Acquisition Theory, the study evaluated four core areas of stenography skills: dictation, reading, writing, and transcription. The study employed a quantitative descriptive research design and included the total population of 93 fourth-year BSOA students as respondents. Data were gathered using an adopted and modified, pilot-tested, and validated four-point Likert scale questionnaire. The collected data were analyzed using weighted means to determine the respondents’ level of skills in each area. The findings revealed very high levels of dictation skills (3.41), reading skills (3.33), and writing skills (3.35), all interpreted as “Strongly Agree.” Transcription skills obtained a grand mean of 3.24, interpreted as “Agree,” indicating a high level of skill. Overall, the respondents obtained a grand mean of 3.33, indicating a very high level of stenography skills. Among the four areas, transcription skills obtained the lowest grand mean, suggesting that additional practice may be beneficial, particularly in proofreading, transcription speed, and accuracy. The findings provide a basis for strengthening instructional activities and practice opportunities in stenography.

Keywords: dictation skills, reading skills, stenography skills, transcription skills, writing skills, office administration, Skill Acquisition Theory

The Problem and its Scope

Background of the Study

In today’s highly competitive labor market, employers are not only looking for graduates with academic credentials but also those who possess the necessary skills, competencies, and professional attributes that match the demands of the workplace. This study shows the Stenography skills of office administration students in terms of dictation, writing, reading, and transcription. Learning stenography should need dedication, willingness to learn, and time (Barcelona et al., 2024). To meet the necessary office skills, the Bachelor of Science in Office Administration (BSOA) is a four-year degree program designed to provide students with knowledge and skills in business management and office processes needed in different workplaces, such as general business offices and legal or medical offices. Stenography, often referred to as shorthand, is a foundational skill in the field of Office Administration (OA). It involves the use of specialized symbols or abbreviations to write as quickly as someone speaks, making it an essential competency for recording minutes of meetings, dictations, court proceedings, and other rapid verbal communications. Historically, stenographic proficiency is a key determinant of efficiency and professionalism for secretaries and administrative assistants.

This study focuses on assessing the level of skills in stenography among office administration students in the areas of dictation, reading, writing, and transcription. According to Cano et al. (2024) this program prepares

students to carry out clerical, administrative, supervisory, and managerial tasks. This trains students to develop their skills in dictation, reading, writing and transcribing skills. Programs like the Bachelor of Science in Office Administration (BSOA) aim to produce graduates equipped for diverse roles in administrative, clerical, and managerial settings. As such, evaluating graduate outcomes is essential in ensuring academic programs are aligned with market demands (Diaz, 2025). Preliminary observations indicated a need to objectively assess students' preparedness in specific stenography competencies, particularly in dictation speed, reading speed, writing accuracy, and transcription accuracy. An objective assessment can provide a clearer picture of their current level of skills and identify areas that may benefit from further practice before graduation and employment. Although digital recording and transcription technologies are increasingly available in modern workplaces, manual stenographic skills remain relevant as a complementary competency for situations that require immediate, accurate, and confidential note-taking. Therefore, assessing students' stenography skills can provide useful information for strengthening instructional practices and preparing students for office-related responsibilities.

This study aims to assess the level of skills in stenography among Office Administration students at Tangub City Global College in terms of dictation, reading, writing, and transcription. Specifically, it sought to determine the students' level of skills in each area and identify their strengths and weaknesses. Through this assessment, the study intended to provide a clear and accurate picture of the students' readiness for office-related tasks that required stenographic competence. Furthermore, the activities and research served as a basis for improving instructional methods, enhancing training activities, and developing targeted interventions that could help strengthen students' stenography skills and better prepare them for future professional employment.

THEORETICAL FRAMEWORK

This study is anchored on Paul Fitts and Michael Posner's Skill Acquisition Theory (1967) to evaluate the level of skills in stenography among Office Administration students in Tangub City Global College. This framework explains how classroom and laboratory instructional practices guide Bachelor of Science in Office Administration (BSOA) students sequentially from rule-bound beginners to highly proficient stenography writers. According to this model, mastering a complex motor and technical skill occurs across three distinct phases: the cognitive, associative, and autonomous stages. In the initial cognitive stage, BSOA students grapple with the foundational rules of shorthand strokes, brief forms, and phonetic principles; because they must consciously think about every symbol, their practice is naturally slow, careful, and prone to mechanical errors. As students undergo systematic laboratory interventions such as repetitive transcription drills, time-pressured audio dictations, and continuous practice they transition into the associative stage, where the heavy reliance on deliberate memorization decreases and they begin to directly link the sounds they hear to their physical hand movements, resulting in quicker, smoother, and more fluid execution. Ultimately, the goal of sustained academic training is to help students reach the autonomous stage, where writing shorthand transforms into an automatic reflex, enabling future administrative professionals to record high-speed dictation accurately with absolute precision and minimal conscious thought. In summary, Fitts and Posner's theory shows that the level of skills in stenography among Office Administration students specifically measured through the core domains of dictation, reading, writing, and transcription hinges on how effectively school training guides learners through these sequential stages of skill automation.

Conceptual Framework

This study is anchored on the concepts and ideas of various authors whose works are considered beneficial to the success of this research. The independent variable of this study consists of four essential skill domains critical for office administration students: dictation, reading, stenography writing, and transcription.

According to Saragih (2022), dictation exercises improve listening skills, enhance students' confidence and motivation, and strengthen their understanding of pronunciation details in English. Dictation skills in stenography are further developed through proper diction, effective business letter writing, and occupational intelligence using

structured textbook materials. Dictation skills in stenography are competencies that Bachelor of Science in Office Administration students develop through machine shorthand practice, though they frequently encounter challenges in this area (Balbuena et al., 2025). Barcelona et al. (2024) further highlighted that strong listening skills foster creativity and innovation within teams and strengthen personal and professional relationships.

Reading skills encompass the ability to read, comprehend, interpret, and decode written texts. Exceptional reading skills are highly beneficial in understanding and responding to written communications such as emails and letters (Ismaili, 2024). Reading stenography is considered an advanced skill within this context. McCay (2021) notes that the historical development of stenography contributed to improved reading practices and literacy. Putri et al. (2023) defined reading skills as the ability to visually process letters, pronounce words correctly, and comprehend content accurately.

Stenography systems vary across languages, with different methods developed to represent letters, sounds, or concepts efficiently (Journal of Language and Linguistic Studies, 2023). Gutoskey (2022) emphasized that stenography writing skills enhance professional credentials, as proficiency is measured in words per minute, with conversational speech typically ranging from 150–180 wpm. McKenzie (2021) explained that stenography, often referred to as “secret writing,” has historical significance in maintaining confidentiality, particularly in business transactions. Evanish (2023) added that speed improves naturally with consistent practice, and repetition is key to mastering stenography writing. Self-assessment and guided feedback are recommended strategies for improvement. According to Barcelona et al. (2024), transcription involves carefully converting dictated notes into accurate and well-typed documents. Students are encouraged to develop a genuine passion for transcription, as it is both a skill and a potential livelihood. According to Etulle et al. (2023) stenographers are essential figures in a country’s justice system; they are tagged as “silent superheroes” due to their demanding profession of creating official transcripts in legal proceedings by converting “spoken word to text”. It identifies key challenges in transcription performance, including linguistic barriers, cognitive limitations, and clarity issues. In conclusion, this conceptual framework asserts that mastery of dictation, reading, stenography writing, and transcription forms the core competencies of office administration students. The integration of these skills enhances technical proficiency, speed, accuracy, and confidentiality in business communication. Therefore, the development of these four domains serves as a key determinant of students’ employability and long-term career success

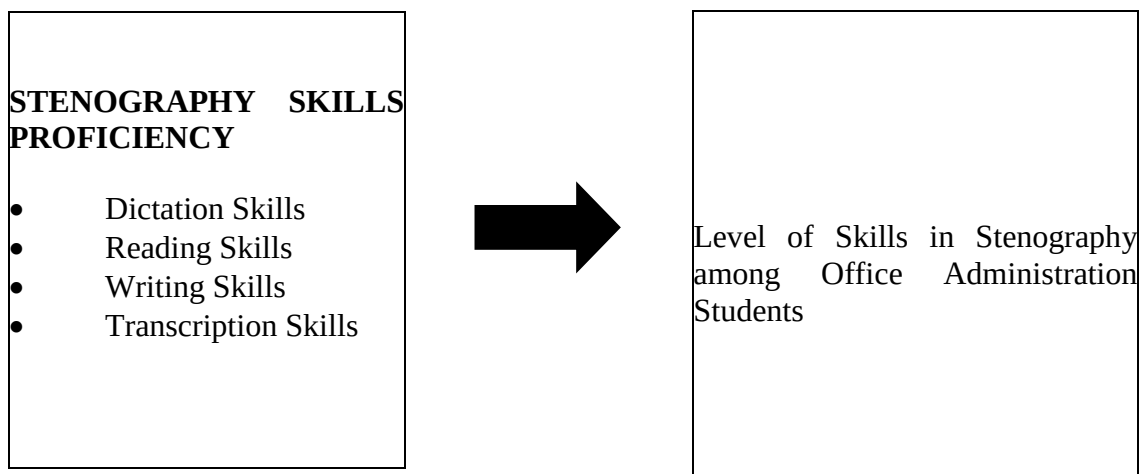


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study aims to assess the level of skills in stenography among office administration students in Tangub City Global College.

Specifically, this study sought to answer the following questions:

What is the level of skills in stenography of office administration students in the following areas in terms of;

- dictation skills;
- 1.2. reading skills;
- 1.3. writing skills; and
- 1.4. transcription skills?

Which area of stenography shows the lowest skill level among Office Administration students?

Significance of the Study

This study would be beneficial to the following:

Faculty and Administrators. The study will provide essential information that can be used to evaluate and improve the effectiveness of the BSOA curriculum. This empirical evidence will allow faculty to refine instructional methods, develop targeted remedial programs, and restructure the stenography curriculum to focus on areas where students need the most improvement.

Students. This will help to gain a clear, objective assessment of their own stenography competence relative to expected graduation standards. This self-awareness will enable them to focus their final efforts on enhancing their skills before entering their on-the-job training (OJT) or the job market, thus increasing their employability.

Future Employers and Industry Partners. The findings will give insight into the capabilities of BSOA students. This understanding will help them match their workforce requirements with the skills of the students, ensuring better hiring decisions and workplace productivity.

Institution. The results will provide the institution with data-driven insights into the effectiveness of the BSOA program's skills-based component. This supports quality assurance and informs strategic decision-making regarding resource allocation, faculty training, and curriculum reviews to meet national and international standards.

Future Researchers. The study contributes to the body of knowledge on vocational and administrative education, particularly in the context of the evolving role of traditional skills like stenography in the digital age.

Scope and Limitations of the Study

This study focused on assessing the level of skills in stenography among fourth-year Bachelor of Science in Office Administration (BSOA) students of Tangub City Global College. It covered the four key skill areas of stenography: dictation, reading, writing, and transcription. The data gathering was conducted during the second semester of Academic Year 2025–2026 among the ninety-three (93) fourth-year BSOA students enrolled during that period. The study was limited to students of Tangub City Global College and did not include students from other academic programs or institutions. Fourth-year students were selected because they had completed the major stenography courses in the curriculum and were expected to demonstrate the competencies developed throughout the program. The findings of the study were based solely on the responses of the participants and were limited to the specified variables and the period of data collection.

Research Methods

This part discusses research design, research settings, research respondents, research instruments, instrument's validity, data gathering procedure, and ethical consideration.

Research Design. This study employed descriptive quantitative research design. According to Aggarwal and Ranganathan (2019), a descriptive study is designed to describe the distribution of one or more variables without regard to any causal or other hypothesis. This design aimed to assess the level of skills in stenography among Office Administration students in various key areas such as dictation, reading, writing, and transcription.

Research Setting. This study was conducted at Tangub City Global College, located in Maloro, Tangub City, and focused on the respondents enrolled in the Bachelor of Science in Office Administration (BSOA) program under the Institute of Business and Financial Services.

Research Respondents. The respondents of this study were the fourth-year Bachelor of Science in Office Administration (BSOA) students of Tangub City Global College for the Academic Year 2025–2026. The total population consisted of ninety-three (93) students, and since the population was small and well-defined, the study utilized total population sampling, a type of purposive sampling technique. According to Canozinado (2024), total population sampling is appropriate when the entire population shares specific characteristics relevant to the study. Therefore, all 93 students were included as respondents, making the total sample size ninety-three (93). This method minimized sampling bias and ensured complete representation of the target group. Only fourth-year students were included because they had completed all major stenography-related courses in the curriculum and were expected to demonstrate the highest level of competency prior to graduation. Their level of skills in stenography served as the basis for evaluating the effectiveness of the stenography component of the BSOA program and for proposing possible instructional improvements and targeted interventions.

Research Instruments. To attain the purpose of this study, the researchers used an adopted-modified questionnaire. The questionnaire was designed to measure the level of skills in stenography among Office Administration students. Respondents were asked to rate each item using a four-point Likert scale, which allowed the researchers to quantify their responses for statistical analysis.

Instrument's Validity. The questionnaire underwent pilot testing with a sample of 33 Office Administration students. The survey guide questionnaire was checked by the research adviser, school editor, and school statistician, who evaluated the result using Cronbach's Alpha coefficient. The panel examined the questionnaire items for relevance, clarity, and completeness to ensure that the tool accurately measured the level of skills in stenography among Office Administration students. Based on the panel's feedback, the researchers incorporated the suggestions into the questionnaire before distributing it to the respondents. George and Mallery (2003) provided the following rules of thumb: $\alpha > 0.9$ = excellent; $\alpha > 0.8$ = good; $\alpha > 0.7$ = acceptable; $\alpha > 0.6$ = poor; and $\alpha < 0.5$ = unacceptable. The survey questionnaire was completed, and the test points were within the respondents' preference level. There were no right or wrong answers to the questions. The results showed $\alpha = 0.789$ for dictation skills, $\alpha = 0.719$ for reading skills, $\alpha = 0.772$ for writing skills, and $\alpha = 0.751$ for transcription skills. Thus, the test items were acceptable for administration to the respondents.

Data Gathering Procedure. Before the distribution of the validated instruments, the researchers prepared a letter of permission signed by the research instructor, adviser, and the dean of the Institute of Business and Financial Services of Tangub City Global College. The researchers addressed the letter to the respondents. Once the request was approved, the researchers personally distributed the survey questionnaire to the 93 respondents. The questionnaire included validated scales to measure the level of skills in stenography among Office Administration students at Tangub City Global College. After the survey, the researchers retrieved the data, tabulated, analyzed, and interpreted them statistically. **Data Analysis.** In this study, the researchers used a survey questionnaire with a 4-point Likert scale in the first phase. The researchers carefully analyzed the collected data to extract meaningful

findings and address the research objectives. Weighted mean was the statistical tool used to come up with appropriate analysis and interpretation of the gathered data. The researchers used the weighted mean to interpret the average responses of the respondents for each indicator presented in the tool.

The following interpretation was used in interpreting the computed mean:

Numerical Value	Hypothetical Mean	Description	Implications
4	3.26-4.00	Strongly Agree	Very High
3	2.51-3.25	Agree	High
2	1.76-2.50	Disagree	Low
1	1.00-1.75	Strongly Disagree	Very Low

Verbal Interpretation

- 1 It signifies that the respondents strongly agree on the indicators, which implies that the level of skills in stenography among office administration students is very high.
- 2 It signifies that the respondents agree on the indicators, which implies that the level of skills in stenography among office administration students is high.
- 3 It signifies that the respondents disagree on the indicators, which implies that the level of skills in stenography among office administration students is low.
- 4 It signifies that the respondents strongly disagree on the indicators, which implies that the level of skills in stenography among office administration students is very low.

Ethical Considerations

The confidentiality of the respondents remained private throughout the study. Prior to data collection, a detailed letter was presented to the participants explaining the study's objectives, the rights of the respondents, assurance of confidentiality, and a request for consent.

This process ensured that the participants were fully aware of the research purpose, potential implications, and their rights, allowing them to make an informed decision regarding their participation. Furthermore, the researchers recognized the sensitive nature of the information gathered. Confidentiality was strictly maintained, and all collected data were anonymized.

Trustworthiness of the Study

The respondents' confidentiality was not exposed or revealed to anyone. To ensure the credibility of the interpretation of the study, the researchers consulted experts and professionals regarding the gathered data to verify that the researchers made correct judgments of the results and generated appropriate recommendations for the study. Thus, the study was conducted with utmost reliability and integrity.

Definition of Terms

The terms below are theoretically and operationally defined in this study.

Dictation Skills. The act of speaking words that someone writes down or that a machine records the act of dictating (<https://www.britannica.com/dictionar>

y/dictation). In this study, dictation skills in stenography refer to the ability to accurately and quickly record spoken words using shorthand or a stenotype machine.

Reading Skills. The text emphasizes the importance of reading from shorthand notes as a critical element in developing speed and accuracy in shorthand machine writing (<https://www.ijres.org/papers/Volume-12/Issue-1/120191100.pdf>). In this study, reading skills refer to the ability of students to correctly interpret and understand stenographic symbols and written shorthand.

Stenography Skills. The definition of stenography is a method of writing that uses symbols or abbreviations to represent sounds, words, or phrases (<https://cteec.org/stenagraphy/>). Refer to the ability to write or transcribe spoken words quickly and accurately using shorthand or other note-taking systems. These skills are essential in administrative and secretarial work where speed and accuracy are required.

Transcription Skills. Stenography is a profession that involves transcribing audio recordings using shorthand, demanding a unique skill set (<https://www.ijres.org/papers/Volume-12/Issue-1/120191100.pdf>). In this study, transcription skills refer to the ability of students to convert shorthand notes into clear and accurate written or typed text.

Writing Skills. The text emphasizes that shorthand writing skills can enhance one's professional profile, as shorthand proficiency is often measured in words per minute (<https://www.ijres.org/papers/Volume-12/Issue-1/120191100.pdf>). In this study, writing skills refer to the ability of students to produce clear and precise shorthand symbols while recording spoken information.

Presentation, Analysis, and Interpretation of Data

This chapter shows the presentation, analysis, and interpretation of the data gathered by the researchers.

Table 1 Respondents' Responses on the Level of Skills in Stenography of Office Administration Students in the following Areas in terms of Dictation Skills

Indicator	Mean	Interpretation
1. I can follow the direction in dictation.	3.53	Strongly Agree
2. I can write the content you heard.	3.48	Strongly Agree
3. I can listen despite the accent of dictator.	3.44	Strongly Agree
4. I can easily catch up despite the rapid dictation speed.	3.24	Agree
5. I can take dictation without repetition.	3.38	Strongly Agree
GRAND MEAN	3.41	Strongly Agree

Table 1 presents the respondents' responses on the level of stenography skills in terms of dictation skills. The grand mean of 3.41 indicates that the respondents strongly agreed with the indicators, corresponding to a very high level of dictation skills. The highest mean of 3.53 was obtained for the indicator "I can follow the direction in dictation," indicating that this was the area in which the respondents reported the strongest skill.

Meanwhile, the lowest mean of 3.24 was obtained for "I can easily catch up despite the rapid dictation speed." Although this result still indicates a high level of skill, it suggests that additional practice in maintaining accuracy while listening to rapid dictation may be beneficial.

The findings of the study are supported by several related studies. According to Saragih (2022), dictation enhances listening comprehension and helps students process spoken information accurately. Likewise, Mainga et al. (2022) emphasized that listening and communication skills are important competencies that improve students' employability and workplace readiness. Furthermore, Etulle et al. (2023) highlighted that processing spoken information under time pressure remains challenging, supporting the finding that rapid dictation speed obtained the lowest mean.

Table 2 Respondents' responses on the Level of Skills in Stenography of Office Administration Students in the following Areas in terms of Reading Skills

Indicator	Mean	Interpretation
1. I can read shorthand words correctly.	3.20	Agree
2. I can read shorthand sentence and paragraph fluently.	3.42	Strongly Agree
3. I can read my own strokes.	3.43	Strongly Agree
4. I can read 40-50 words a minute.	3.16	Agree
5. I can read and differentiate brief forms from words.	3.47	Strongly Agree
GRAND MEAN	3.33	Strongly Agree

Table 2 presents the respondents' responses on the level of stenography skills in terms of reading skills. The grand mean of 3.33 indicates that the respondents strongly agreed with the indicators, corresponding to a very high level of reading skills. The highest mean of 3.47 was obtained for the indicator "I can read and differentiate brief forms from words," indicating strong ability in recognizing and interpreting shorthand forms. The lowest mean of 3.16 was obtained for "I can read 40–50 words a minute." Although the result still indicates a high level of skill, it suggests that reading speed may benefit from continued practice and timed reading activities.

The findings of the study are supported by several related studies. According to Ankawi (2023), reading comprehension and symbol recognition improve students' ability to interpret written information accurately. Likewise, Putri et al. (2023) stated that continuous reading practice enhances reading proficiency and comprehension. These findings support the respondents' very high level of reading skills.

Table 3 Respondents' responses on the Level of Skills in Stenography of Office Administration Students in the following Areas in terms of Writing Skills

Indicator	Mean	Interpretation
1. I can write strokes accurately.	3.52	Strongly Agree
2. I can write correct size and proper length of strokes.	3.21	Agree
3. I can write correct words or phrases during dictation.	3.25	Agree
4. I can write correct sentences and paragraphs in shorthand.	3.41	Strongly Agree
5. I can write simple words and brief forms correctly.	3.40	Strongly Agree
GRAND MEAN	3.35	Strongly Agree

Table 3 presents the respondents' responses on the level of stenography skills in terms of writing skills. The grand mean of 3.35 indicates that the respondents strongly agreed with the indicators, corresponding to a very high level of writing skills. The highest mean of 3.52 was obtained for the indicator "I can write strokes accurately," indicating strong confidence in producing accurate shorthand strokes. The lowest mean of 3.21 was obtained for "I can write correct size and proper length of strokes." Although this result still indicates a high level of skill, it suggests that students may benefit from continued practice in maintaining proper stroke size and length. The indicator "I can write correct words or phrases during dictation" also obtained a relatively lower mean of 3.25, indicating another area that may benefit from reinforcement. The findings of the study are supported by several related studies. According to Valiente (2022), writing proficiency contributes to students' readiness for professional work. Similarly, Mainga et al. (2022) emphasized that technical skills improve workplace performance. Furthermore, Balbuena et al. (2025) stated that continuous shorthand training improves writing speed, accuracy, and consistency among Office Administration students.

Table 4 Respondents' responses on the Level of Skills in Stenography of Office Administration Students in the following Areas in terms of Transcription Skills

Indicator	Mean	Interpretation
1. I can check the spelling, grammar and punctuation while transcribing.	3.05	Agree
2. I can transcribe accurately.	3.46	Strongly Agree
3. I can transcribe 40-50 words a minute.	3.10	Agree
4. I can follow letter format as instructed.	3.15	Agree
5. I can recognize the sizes of shorthand.	3.47	Strongly Agree
GRAND MEAN	3.24	Agree

Table 4 presents the respondents' responses on the level of stenography skills in terms of transcription skills. The grand mean of 3.24 indicates that the respondents agreed with the indicators, corresponding to a high level of transcription skills. The highest mean of 3.47 was obtained for the indicator "I can recognize the sizes of shorthand," indicating a strong ability in recognizing shorthand forms. In contrast, the lowest mean of 3.05 was obtained for "I can check the spelling, grammar and punctuation while transcribing." This result, although still within the high level, suggests that proofreading and language accuracy may require additional attention. Transcription requires not only the recognition of shorthand symbols but also careful checking of spelling, grammar, punctuation, and document accuracy. Therefore, regular transcription exercises that integrate proofreading and language review may help strengthen this area.

The findings of the study are supported by several related studies. According to Etulle et al. (2023), transcription performance depends on listening comprehension, shorthand recognition, and accuracy in processing spoken information into written form. Likewise, Balbuena et al. (2025) emphasized that regular transcription activities improve efficiency, comprehension, and accuracy in stenography tasks.

Table 5 Respondents' responses on the Level of Skills in Stenography of Office Administration Students in the following Areas

Indicators	Grand Mean	Interpretation
1. Dictation Skills	3.41	Strongly Agree
2. Reading Skills	3.33	Strongly Agree
3. Writing Skills	3.35	Strongly Agree
4. Transcription	3.24	Agree
GRAND MEAN	3.33	STRONGLY AGREE

Table 5 presents the overall level of stenography skills among Office Administration students in the four assessed areas. The overall grand mean of 3.33 indicates that the respondents strongly agreed with the indicators, corresponding to a very high overall level of stenography skills. Among the four areas, dictation skills obtained the highest grand mean of 3.41, followed by writing skills with 3.35 and reading skills with 3.33. Transcription skills obtained the lowest grand mean of 3.24, which corresponds to a high level of skill. The findings indicate that the respondents demonstrated high to very high levels of self-reported stenography skills across the four assessed areas. However, transcription, particularly proofreading and accuracy-related activities, may benefit from additional practice and instructional support.

The findings of the study are supported by several related studies. According to Barcelona et al. (2024), dictation, reading, writing, and transcription are essential competencies in stenography. Likewise, Balbuena et al. (2025) emphasized that continuous practice improves students' proficiency in stenography. These findings support the result that the respondents possess a very high level of stenography skills.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusion generated from the findings of the study, and the recommendations anchored to the results of the study.

Summary of Findings

The findings of the study revealed that the fourth-year Bachelor of Science in Office Administration (BSOA) students of Tangub City Global College demonstrated a high to very high level of stenography skills in the areas of dictation, reading, writing, and transcription. The quantitative descriptive assessment conducted among the ninety-three (93) fourth-year BSOA students for the Academic Year 2025–2026 showed that the respondents possessed satisfactory competencies in all areas of stenography. Using a 4-point Likert scale and weighted mean as statistical tools, Dictation Skills, Reading Skills, and Writing Skills obtained the verbal interpretation of “Strongly Agree,” indicating a very high level of skills among the respondents. Meanwhile, Transcription Skills obtained the verbal interpretation of “Agree,” indicating a high level of skills. Among the four domains, Dictation Skills obtained the highest grand mean of 3.41, indicating that the respondents possessed a very high level of competence in taking dictation. The indicator “I can follow the direction in dictation” received the highest mean of 3.53, while “I can easily catch up despite the rapid dictation speed” obtained the lowest mean of 3.24, suggesting that speed remains a challenge for some students.

Writing Skills ranked second with a grand mean of 3.35. The respondents demonstrated strong proficiency in writing shorthand strokes accurately, which garnered the highest mean of 3.52. However, “I can write correct size and proper length of strokes” obtained the lowest mean of 3.21, while “I can write correct words or phrases during dictation” received a mean of 3.25, indicating areas that still require improvement. Reading Skills obtained a grand mean of 3.33. The respondents showed strong ability in reading and differentiating brief forms from words, which recorded the highest mean of 3.47. On the other hand, the indicator “I can read 40–50 words a minute” obtained the lowest mean of 3.16, suggesting that reading speed requires further enhancement through continuous practice.

Lastly, Transcription Skills obtained a grand mean of 3.24, making it the area with the lowest level of skills among the four domains, although it still reflected a high level of competence. The indicator “I can recognize the sizes of shorthand” obtained the highest mean of 3.47, while “I can check the spelling, grammar, and punctuation while transcribing” recorded the lowest mean of 3.05. This suggests that students may still experience challenges in maintaining accuracy and correctness when transcribing shorthand notes into written documents.

Overall, the findings indicate that the respondents possess strong stenography skills and are generally prepared for office-related tasks requiring stenographic competence. However, continuous reinforcement and practice are still necessary, particularly in improving speed, accuracy, and transcription-related competencies.

Conclusion

Based on the findings of the study, it can be concluded that the fourth-year Bachelor of Science in Office Administration (BSOA) students of Tangub City Global College demonstrated high to very high self-reported levels of stenography skills in the areas of dictation, reading, writing, and transcription. The overall grand mean of 3.33 indicates a very high overall level of stenography skills among the respondents.

Dictation skills obtained the highest grand mean of 3.41, indicating a very high level of skill in the area. Reading skills and writing skills also obtained very high levels, with grand means of 3.33 and 3.35, respectively. These findings indicate that the respondents generally reported strong abilities in listening to dictated information, reading shorthand, and producing shorthand strokes. Transcription skills obtained the lowest grand mean of 3.24, although this still corresponds to a high level of skill. The lowest individual indicator was the ability to check

spelling, grammar, and punctuation while transcribing, which obtained a mean of 3.05. Other relatively lower indicators involved dictation speed, reading speed, stroke size and length, and transcription speed. These findings suggest areas that may benefit from continued practice and instructional reinforcement.

Overall, the respondents demonstrated high to very high self-reported stenography skills. However, because the study relied on a self-report questionnaire, the results should be interpreted as the respondents' reported level of skill rather than a direct measurement of practical performance. Continued practice and objective performance-based assessments may further support the development of speed, accuracy, fluency, and transcription proficiency.

Recommendations

Based on the findings, the following recommendations are made to guide key stakeholders in improving the effectiveness and preparedness of office curriculum enrolled in this course:

Office Administration Faculty. Faculty members should provide additional speed-building dictation exercises, proofreading activities, grammar-integrated transcription exercises, and timed shorthand drills. Faculty should incorporate integrated proofreading drills within the stenography curriculum, focusing specifically on grammar, context-based punctuation, and spell-checking during real-time transcription exercises.

BSOA Students. BSOA students are encouraged to engage in regular individual and peer-based practice in dictation, reading, writing, and transcription. They may form peer dictation practice groups and conduct daily timed stroke and reading exercises to strengthen muscle memory, fluency, speed, and accuracy.

Institution. Tangub City Global College may continue providing adequate learning resources, updated stenography materials, and opportunities for skills enhancement. The institution may also support seminars, workshops, and practical activities that strengthen both traditional shorthand skills and modern transcription competencies.

Future Employers and Industry Partners. Future employers and industry partners are encouraged to provide workplace exposure, internship opportunities, and practical training that allow students to apply stenography and transcription skills in actual administrative settings.

Future Office Administration Students. Future students are encouraged to begin practicing stenography skills consistently and develop both manual shorthand and digital transcription competencies to prepare for the demands of modern administrative work.

Future Researchers. Future researchers may conduct similar studies involving other institutions or larger groups of respondents. They may also investigate specific interventions, such as timed dictation, proofreading exercises, grammar-integrated transcription, and digital transcription training, to determine their effectiveness in improving stenography proficiency.

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Dedication

We dedicate our research study above all to our Almighty God, to whom we gratefully thank for his infinite grace, unconditional love, and unwavering strength, which enabled us to overcome every challenge. His presence has given us courage and strength on this trip.

This work is devoted with love and appreciation to our beloved parents:

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Mr. Avelio Caberos & Mrs. Norma Caberos

Mr. Daniel R. Temonio & Mrs. Miraluna A. Temonio

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APPENDICES

Appendix C

Survey Questionnaire

Level of Skills in Stenography Among Office Administration Students in Tangub City Global College

Name (Optional): _____

Introduction: Please check your level of agreement with each of the following statements below.

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

A. LEVEL OF SKILLS IN STENOGRAPHY AMONG OFFICE ADMINISTRATION STUDENTS				
I. Dictation Skills	4	3	2	1
1. I can follow the direction in dictation.				
2. I can write accurately what I heard.				
3. I can listen despite the accent of dictator.				
4. I can easily catch up despite the rapid dictation speed.				
5. I can take dictation without repetition.				

II. Reading Skills				
1. I can read shorthand words correctly.				
2. I can read shorthand sentence and paragraph fluently.				
3. I can read my own strokes.				
4. I can read 40-50 words a minute.				
5. I can read and differentiate brief forms from words.				
III. Writing Skills				
1. I can write strokes accurately.				
2. I can write correct size and proper length of strokes.				
3. I can write correct words or phrases during dictation.				
4. I can write correct sentences and paragraphs in shorthand.				
5. I can write simple words and brief forms correctly.				
IV. Transcription Skills				
1. I can check the spelling, grammar and punctuation while transcribing				
2. I can transcribe accurately.				
3. I can transcribe 40-50 words a minute.				
4. I can follow letter format as instructed.				
5. I can recognize the sizes of shorthand.				

Source:

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