

Enriching the Competitive Advantage of the Bachelor of Science in Office Administration Students in Stenography

A Case Study in Camarines Sur Polytechnic College, Philippines

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ABSTRACT

This research focused on enriching the competitive advantages of BSOA students in stenography in CSPC. The respondents of this study were the one hundred seventy-four (174) second-year and third-year Bachelor of Science in Office Administration Students (BSOA) students at Camarines Sur Polytechnic Colleges (CSPC). The researchers used a descriptive method and employed different statistical tools, such as the frequency and percentage technique, the percentage ranking method, and Kendall's Coefficient of Concordance. In the competitive advantages of BSOA students along transcription, most of the students have excellent skills in stenography with 37.36 percent, followed by the students with fair transcription skills with 27.59 percent, students who need improvement with 18.97 percent, and students with satisfactory skills with 16.09 percent. Meanwhile, in dictation, the majority of students have fair dictation abilities with 40.80 percent, followed by the students that needs improvement with 36.21 percent, students who have satisfactory skills with 7.32 percent, and students who have excellent skills with 6.32 percent. On the academic performance of the BSOA students, students with satisfactory grades in stenography have the highest frequency, with 48.85 percent, followed by students with fair grades, with 42.53 percent, students with excellent grades in stenography, with 4.60 percent, and students who still need improvement in stenography, with 4.02 percent. Further results revealed that there is a significant relationship between the competitive advantages and academic performance of BSOA students in stenography. As an output of the study, an instructional material was proposed to further enrich the competitive advantage of BSOA students in stenography in CSPC.

Keywords

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Introduction

As the job market rapidly evolves, students are required to develop skills that provide a competitive advantage. These skills may include both technical and soft competencies, with stenography representing a critical technical ability in professional environments [1],[2]. Stenography is a shorthand writing system used to transcribe spoken words accurately and quickly based on pronunciation [3],[4]. Because spoken language is captured in real time, both speed and accuracy are essential. This skill plays a vital role in legal, medical, and media sectors, ensuring the timely availability of accurate documentation [5],[6].

The increasing demand for real-time information processing has made stenography an important bridge between verbal communication and formal documentation. Despite advancements in digital recording and speech recognition technologies, stenography remains relevant due to its precision and reliability in professional contexts [6],[7].

Within the Bachelor of Science in Office Administration (BSOA) program, stenography is a core subject that develops students' writing, listening, and analytical skills essential for efficient office operations [8]. Mastery of this skill requires continuous practice and familiarity with shorthand symbols [9]. Proficiency in stenography enhances employability and supports career advancement, contributing to students' competitive advantage [10].

However, stenography is often perceived as complex and challenging. Students frequently experience anxiety during dictation exercises, which can negatively affect their learning motivation and performance [11]. Difficulties such as limited practice time, insufficient prior knowledge, and language barriers further hinder skill acquisition [12]. These challenges highlight the importance of effective teaching strategies.

Research emphasizes that understanding students' learning styles and implementing adaptive learning approaches can significantly improve academic performance [13],[14]. Experiential learning, which encourages active engagement and real-world application, is particularly effective in developing stenography skills [15]. Therefore, enhancing instructional strategies and support systems is essential to improve student competency, reduce anxiety, and strengthen their competitive advantage in professional settings.

This study aims to assess the level of stenography competency among BSOA students, identify the challenges they encounter in learning the skill, and examine effective instructional strategies to enhance their proficiency and competitive advantage in professional contexts.

Methods

A. Research Design

The study uses a descriptive research design to investigate the competitive advantage of BSOA students in stenography in CSPC. This approach is suitable because it enables the methodical gathering and examination of data to yield significant findings. Additionally, it can also assist the researchers in gathering data from the respondents to solve the issues encountered by BSOA students and to strengthen their competitive advantage in stenography.

B. Respondents

The respondents of the study are the one hundred seventy-four (174) second-year and third-year BSOA students in CSPC. They are selected using convenience sampling to ensure accessibility and ease of data collection.

Table 1. The Respondents

Year Level	No. of BSOA Students	Percentage
2nd Year	41	23.56%
3rd Year	133	76.44%
Total	174	100.00%

C. Research Instrument

The test questionnaire was the primary instrument utilized to gather data. The test questionnaire was used to determine the competitive advantages of BSOA students in stenography. Meanwhile, a records review was conducted to obtain the grades of BSOA students in Advanced Shorthand to determine the academic performance of the students. These tools were used to effectively gather relevant data from the respondents, ensuring the collection of thorough and organized data.

D. Statistical Treatment of Data

The statistical tools used in the study were the percentage technique, ranking order method, and Kendall's Coefficient of Concordance. The percentage technique was used to represent the competitive advantages and academic performance of BSOA students in stenography in CSPC, which were then ranked using the ranking order method. While Kendall's Coefficient of Concordance was utilized to identify whether there is a significant relationship between the competitive advantages and academic performance of the BSOA students in stenography.

Results

A. Competitive Advantages in Terms of Transcription

Table 2 shows the competitive advantages of second-year and third-year BSOA students in stenography in terms of transcription. Students who are excellent in transcription have the highest frequency, with 65 respondents (37.36%), followed by 48 students with fair transcription skills (27.59%), 33 students who need improvement (18.97%), and 28 students with satisfactory transcription skills (16.09%).

Table 2. Competitive Advantages in Terms of Transcription

Description	Frequency	Percentage	Rank
Excellent	65	37.35%	1
Satisfactory	28	16.09%	4
Fair	48	27.59%	2
Needs Improvement	33	18.97%	3
Total	174	100.%	

The results indicated that a large portion of the respondents demonstrated strong competency in transcription, which is an essential skill in stenography. This suggests that BSOA students are capable of accurately and efficiently transcribing words. The findings also imply that the students' exposure to practical exercises, dictations, and transcription drills in their coursework contributes to their proficiency. However, because of the presence of respondents who still need improvement in transcription, this highlights the importance of continuous practice to ensure that all students strengthen their skills in fast and accurate transcription.

This finding agrees with Mapusao et. al. [16], who highlighted that proficiency in shorthand comes with the mastery of shorthand rules, grammar, and accurate transcription at high speed. All these studies affirm that regular practice and skill-based training improve students' competitive edge in stenography, especially in transcription performance.

B. Competitive Advantages of BSOA Students in Stenography in Terms of Dictation

Table 3 illustrates the competitive advantages of BSOA students in stenography in terms of dictation. The majority of respondents have fair dictation abilities. The results showed that 40.80% of the respondents have fair skills, followed by the students that needs improvement in dictation with 63 frequency and a percentage of 36.21%, students who are satisfactory in dictation with a frequency of 29 and 7.32%, and students with excellent skills in dictation with 11 frequency and 6.32% percentage of the population.

Table 3. Competitive Advantages in Terms of Dictation

Score Description	Frequency	Percentage	Rank
Excellent	11	6.32%	4
Satisfactory	29	16.67%	3
Fair	71	40.80%	1
Needs Improvement	63	36.21%	2
Total	174	100.00%	

The results showed that the majority of BSOA students have acquired fair skills in stenography, particularly in dictation. This indicates that although students are able to perform

the basic principles of stenography, they still require improvement in speed, accuracy, and comprehension to achieve full mastery [9],[17]. Some students continue to experience difficulties in effectively transcribing spoken language, which may be attributed to limited practice opportunities and challenges in listening and interpreting dictated material [11],[12]. These findings highlight the need for continuous practice, consistent exposure to dictation exercises, and the application of appropriate instructional strategies to enhance students' stenography performance [18],[19].

The results also support the findings of Valiente [20], who emphasized that ongoing training and skill enhancement in stenography significantly improve students' competence and workplace competitiveness. This suggests that structured practice and systematic guidance are essential in strengthening the competitive advantage of BSOA students, particularly in improving their dictation and transcription performance.

C. Academic Performance of BSOA Students in Stenography

Table 4 indicates the academic performance of the BSOA students in stenography. The highest frequency of respondents is the students with satisfactory grades in stenography, 85 respondents (48.85%), followed by students with fair grades of 74 respondents (42.53%), students with excellent grades in stenography of 8 respondents (4.60%), and students who still need improvement in stenography with 7 respondents (4.02%).

Table 4. Academic Performance of BSOA Students in Stenography

GWA Description	Frequency	Percentage	Rank
Excellent	8	4.60%	3
Satisfactory	85	48.85%	1
Fair	74	42.53%	2
Needs Improvement	7	4.02%	4
Total	174	100.00%	

The findings showed that a large number of BSOA students exhibited fair academic performance in stenography. This shows that the students have the basic skills needed in office operations, such as comprehension, accuracy, and speed in transcription and dictation. Many of the students have shown proficiency in the use of stenographic rules, although some of them require additional practice in order to improve their mastery. At the same time, there are only a few who have shown mastery in the subject, proving that stenography is still a difficult field that requires concentration, continuous effort, and acquaintance with shorthand techniques and symbols.

This finding aligns with the study of Mapusao et. al. [16], which stressed that becoming proficient in shorthand demands a solid understanding of stenographic rules, grammar, and speed of transcription. The researchers highlighted that proficiency can only be achieved with continuous practice and frequent exposure to the dictation and transcription exercises. This is in support of the argument that even though some of the BSOA students have acquired basic

stenographic skills, constant practice and improvement of skills are still needed to attain professional-level skills.

D. Relationship Between the Competitive Advantages and Academic Performance

Table 5 presents the correlation test between the competitive advantages and academic performance of the BSOA students in stenography. The competitive advantages of BSOA students along transcription and dictation both have p-values lower than the 0.05 level of significance; namely, 0.0058 and 0.0026, respectively. Since both p-values are lower than the 0.05 level of significance, the null hypothesis is rejected. This means that there is a significant relationship between the competitive advantages and academic performance of BSOA students in stenography.

Table 5. Relationship Between the Competitive Advantages and Academic Performance

Variables	w	p-Value	Description	Inference
Transcription	17.35	0.0058	Reject Ho	Significant
Description	18.03	0.0026	Reject Ho	Significant

The results implied that the competitive advantages of BSOA students strongly influence the academic performance of the students in stenography. The students with outstanding skill in transcription and dictation have a greater possibility to show higher academic performance in stenography with accuracy and confidence in writing. This indicates that the student's development in stenography not only enhances their skills but also their performance in school, helping them be more prepared for future administrative work.

This supports the idea of Tabe and Materechera [6], which states that stenography helps improve the productivity, speed, and understanding of students in writing, which leads to improved academic performance in higher education.

Conclusion

This study underscores the importance of strengthening instructional strategies and institutional support to improve students' stenography proficiency. Integrating more hands-on transcription and dictation drills into classroom activities is essential to enhance practical skill development and reinforce learning outcomes. Furthermore, the implementation of a structured support system within the BSOA program can provide students with consistent opportunities for improvement. The development of targeted learning materials is also crucial in promoting both technical proficiency and academic understanding in stenography. Collectively, these efforts can create a more supportive and effective learning environment, enabling students to develop competitive skills, improve performance, and achieve greater readiness for professional demands in business and office administration fields.

Conflict of Interest

The authors declare that there is no conflict of interest.

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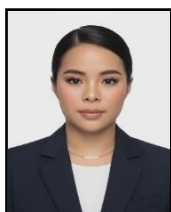
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