Vol. 2, No. 02, pp. 90-102

Journal of Organizational and
Human Resource Development Strategies
journal.iistr.org/index.php/OHDS
DOI: 10.56741/ohds.v2i02.1061

Examining the Impact of Computer Literacy and Work Management Skills on Organizational Roles

[1]Ma. Josefa Sario Reyes*, [1]Princess Zarah Robrigado Coronado, [1]KC Baydal Britanico
Corresponding Author: * ma.jreyes@my.cspc.edu.ph
[1] Camarines Sur Polytechnic Colleges, Nabua, Philippines

ARTICLE INFO

Article history
Received 1 June 2025
Revised 21 June 2025
Accepted 23 June 2025

Keywords
Computer Literacy
Educational Attainment
Professional Eligibility
Work Management
Workplace Competencies

ABSTRACT

This study examines the association between computer literacy and work management skills with various demographic and professional profiles among employees at the Local Government Unit (LGU) of Polangui, Albay. Chi-square tests revealed no significant differences in computer literacy and work management across age, sex, appointment status, management level, office assignment, or seminar attendance. However, significant differences were found related to the highest educational attainment and professional eligibility certifications, indicating that these factors influence the proficiency levels in computer skills and work management abilities. The findings underscore the critical role of formal education and professional certifications in enhancing workplace competencies. The study recommends targeted training and resource development to address skill disparities and improve organizational performance.

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Introduction

The public service landscape continues to evolve, driven by global developments such as rapid technological progress, growing demands for transparency, and shifting socioeconomic conditions. Lee and Kim [1] highlight that employees in Local Government

Units (LGUs) face numerous complex challenges, such as bureaucratic inefficiencies and resource limitations, which significantly hinder their ability to provide timely and effective services to the public.

These challenges are particularly pronounced in the Philippine context. LGUs often struggle with limited budgets and staffing shortages, which constrain their capacity to address the increasing and varied needs of their communities. Employees are frequently assigned multiple tasks, resulting in heavier workloads and operational delays. Additionally, bureaucratic red tape and political interference further complicate their responsibilities, often impairing their ability to perform their duties fairly and efficiently.

To address these issues, various legislative measures in the Philippines emphasize the need for ongoing professional development among LGU personnel. The Local Government Code entrusts LGUs with delivering essential services, stressing the importance of skilled and well-trained staff. This mandate is reinforced by programs from the Career Executive Service (CES) and the Civil Service Commission (CSC), which provide leadership training and continuous capacity-building opportunities for LGU workers.

Polangui, a first-class municipality in Albay's Bicol Region, Philippines, is recognized for its rich cultural traditions and strong agricultural base. Emerging from the Spanish colonial period, the town has grown into a progressive municipality striving to balance its traditional roots with modern economic and governance developments. The Polangui LGU plays a crucial role in promoting community welfare, sustainable development, and effective governance.

However, like many other public institutions, the Polangui LGU grapples with recurring systemic issues. Challenges such as limited communication skills, strained interpersonal relationships, insufficient computer literacy, and inefficient work management hinder both productivity and service quality. In public service, effective communication is essential, but language barriers and inadequate training often disrupt both internal coordination and public engagement. Furthermore, in close-knit communities, maintaining professional boundaries can be difficult, blurring the line between personal and work relationships.

The digitalization of local governance also remains underdeveloped due to gaps in computer proficiency. Many employees lack sufficient training in information and communication technologies, limiting their ability to leverage digital tools for better governance. Added to this is the persistent problem of excessive workloads and inadequate management systems, which contribute to employee stress and reduced organizational performance.

This study seeks to explore the specific challenges faced by Polangui's LGU employees, particularly in the areas of communication, interpersonal relations, computer skills, and work organization. By identifying the primary problem areas, the research aims to develop a

strategic action plan that enhances employee capabilities and improves the overall quality of public service delivery.

Literature Review

To establish a solid theoretical foundation for this study, an extensive review of relevant literature and empirical research was conducted, focusing on the key factors that influence employee performance and engagement within public sector organizations, especially in LGUs.

Zacher and Rudolph [2] argue that a workforce composed of both younger and older employees offers a valuable mix of fresh ideas and long-standing institutional knowledge. However, if not effectively managed, these generational differences can lead to internal conflicts. In contrast, research by Walker and Evans [3] in the context of the LGU in Polangui, Albay, showed that variables such as age and gender did not significantly impact communication skills. This suggests that uniform organizational policies may help reduce demographic-based disparities. Similarly, Smith and Turner [4] observed that age and gender had minimal effect on computer literacy when sufficient training opportunities were in place.

Education plays a central role in shaping an individual's workplace performance. Yoon and Lee [5] found a strong association between higher education levels and enhanced problem-solving skills, which, in turn, contributed to better overall job performance. Regarding communication, Smith and Turner [4] noted that individuals with advanced education tend to communicate more effectively, likely due to their broader exposure to ideas and formal instruction. Further, Nguyen and Tran [6] established a link between higher educational qualifications and better computer literacy, while Nassazi and Kizza [7] found that more educated individuals demonstrated improved work management abilities. These findings were echoed by Garcia and Rodriguez [8], who concluded that formal education strengthens both cognitive and technical competencies, resulting in improved organizational outcomes.

Professional certifications and eligibility also play an influential role in enhancing job performance. According to Lim and Park [9], civil service eligibility is strongly associated with job satisfaction and retention, primarily due to the perceived job security it brings. Research by Johnson et al. [3] shows that certified employees tend to possess better communication skills, often resulting from structured professional development. Certification is linked to improved computer skills and better work management, highlighting how credentialing processes often include practical training that strengthens job-related competencies [6],[8].

Employment status has also been identified as a significant factor influencing employee engagement and productivity. Harten and Cummings [10] found that permanent staff members generally exhibit higher levels of commitment and performance compared to their

contractual counterparts. The absence of job security among temporary workers, such as job order employees, was cited as a major reason for decreased morale and retention. To foster a more motivated workforce, the study recommends addressing disparities in employment status.

Organizational structure and the distribution of management responsibilities are also key determinants of public sector performance. Laegreid and Christensen [11] stress that clearly defined organizational hierarchies and well-structured departments contribute to improved employee morale and overall functionality within LGUs. Chen and Liu [12] emphasize the crucial role of middle managers in translating strategic goals into actionable plans while ensuring effective communication between leadership and staff.

Computer literacy is another essential factor affecting service delivery. According to Jansen and Cooper [13], the absence of adequate IT infrastructure and support significantly undermines employee efficiency. Mitchell and Harper [14] argue that empowering staff with basic troubleshooting skills helps minimize service disruptions and reduces dependence on IT personnel. Nguyen and Tran [6] further underscore that educational background is a more critical factor than age or gender in predicting digital competency, as formal instruction often includes exposure to essential technological tools.

Finally, work management is pivotal in maintaining productivity and ensuring high-quality service delivery. Davis and Simpson [15] emphasize the need for dependable technological systems to support operational effectiveness. Lee and Kim [1] found that excessive workloads can negatively impact both employee well-being and job performance, pointing to the importance of balanced task distribution. Previous studies by Rodriguez and Nguyen [16] highlight that individuals with higher education levels and professional certifications are typically more adept at organizing tasks and managing time effectively. Additionally, Smith and Lee [4] observed that equitable access to training has helped minimize performance gaps across diverse employee demographics.

Materials and Methods

A. Research Design and Participants

This study employed a descriptive survey research design to systematically assess the workplace challenges experienced by employees of the LGU of Polangui, Albay. This design is well-suited for exploring existing conditions without manipulating variables, allowing for an objective presentation of respondent perceptions.

A total of 110 LGU employees participated in the study. The selection of respondents was purposive, based on employment classification, to ensure a representative sample across various job types. Table 1 presents the distribution of respondents by employment status.

Table 1. Distribution of Respondents by Employment Status

Employment Status	Frequency	Percentage (%)
Job Order	40	36.36%
Contract of Service	27	24.55%
Contractual	6	5.45%
Casual	2	1.82%
Regular	29	26.36%
Total	**110**	**100%**

This diversity among employment types enabled a broader understanding of the workplace issues within the organization.

B. Instruments and Data Collection Procedures

Data were gathered using a structured questionnaire consisting of two main parts:

- Part I collected demographic and employment profile data of the respondents.
- Part II assessed workplace challenges across four key domains: communication skills, human relations, computer literacy, and work management.

Each item in Part II was measured using a 4-point Likert scale, as shown in Table 2.

Table 2. Likert Scale Interpretation

Scale	Range	Verbal Interpretation
4	3.50–4.00	Highly Encountered
3	2.50–3.49	Encountered
2	1.50–2.49	Least Encountered
1	1.00–1.49	Not Encountered

The questionnaire was adapted from existing literature and refined through a pilot test involving 10 non-participating LGU employees. Feedback from the pilot group was used to clarify and revise ambiguous items. Before full implementation, approval was obtained from the LGU administration, and coordination with the Human Resource Management Office ensured the efficient distribution and retrieval of questionnaires. All 110 forms were completed and collected, resulting in a 100% response rate.

C. Data Analysis and Statistical Treatment

To ensure rigorous analysis, a combination of statistical techniques was employed:

- Percentage Distribution was used to analyze respondent demographics by employment classification.
- Weighted Mean measured the overall degree to which workplace challenges were encountered, based on Likert scale responses.
- Chi-Square Test determined whether significant differences existed in the perceived challenges when grouped according to profile variables such as age, sex, education, eligibility, and employment status.
- Rank Order Method prioritized the identified challenges, highlighting which issues were most commonly or intensely experienced by the participants.

These statistical tools ensured the reliability of the findings and provided valuable insights into the nature and extent of workplace challenges within the LGU.

Results and Discussion

A. Personal Profile

Understanding the personal profile of respondents is essential in contextualizing their experiences and perceptions in the workplace. Demographic variables such as age and sex serve as significant factors that influence employee behavior, communication, productivity, and adaptability within organizational settings. This section outlines the demographic distribution of the 110 employees from selected offices in the LGU of Polangui, Albay, who participated in the study.

1. Age

Table 3 illustrates the age distribution of the respondents. A significant proportion (45.45%) of the employees belong to the 21–30 age group, followed by those aged 31–40 years (24.55%) and 41–50 years (17.27%). Smaller percentages are observed among those aged 51–60 years (9.09%), while the age groups below 20 and 60 years and above each constitute only 1.82% of the total respondents.

Table 3. Age Distribution of the Respondents

Age Group	Frequency	Percentage (%)	Rank
Below 20	2	1.82	5.5
21–30	50	45.45	1
31–40	27	24.55	2
41–50	19	17.27	3
51–60	10	9.09	4
60 and above	2	1.82	5.5
Total	**110**	**100**	

2. Sex

Table 4 presents the sex distribution of respondents. Of the 110 participants, 72 (65.45%) are female and 38 (34.55%) are male, indicating a notable female majority in the LGU workforce.

Table 4. Sex Distribution of the Respondents

Sex	Frequency	Percentage (%)	Rank
Male	38	34.55	2
Female	72	65.45	1
Total	**110**	**100**	

B. Professional Profile of the Respondents

1. Status of Appointment

Table 5 presents the distribution of respondents based on their appointment status. Among the 110 respondents, the largest proportion (41.82%) is classified as *Job Order*

workers. This is followed by *Regular* employees (26.36%) and those under *Contract of Service* (24.55%). The remaining respondents include *Contractual* (5.45%) and *Casual* (1.82%) employees.

Table 5. Professional Profile of the Respondents in Terms of Status of Appointment

Appointment Status	Frequency	Percentage	Rank
Job Order	46	41.82%	1
Regular	29	26.36%	2
Contract of Service	27	24.55%	3
Contractual	6	5.45%	4
Casual	2	1.82%	5
Total	**110**	**100%**	

2. Level of Management

Table 6 delineates the respondents according to their level of management. Of the 110 personnel surveyed, 50.91% belong to *Low-level management*, 40.91% to *Middle management*, and only 8.18% to *Top management*.

Table 6. Professional Profile of the Respondents in Terms of Level of Management

Level of Management	Frequency	Percentage	Rank
Low	56	50.91%	1
Middle	45	40.91%	2
Top	9	8.18%	3
Total	**110**	**100%**	

3. Office or Department Assigned

Table 7 presents the distribution of respondents based on their respective office or department assignments. The data reveals that the largest group of respondents (30%) is assigned to the Mayor's Office, highlighting its pivotal role in public administration. Other significant departments include the Municipal Treasurer's Office, which accounts for 24.55% of respondents, and the Human Resources Management Office, comprising 18.18%. Smaller proportions are found in the Municipal Civil Registry Office (15.45%) and the Department of the Interior and Local Government (DILG), which represents 11.82%.

Table 7. Professional Profile of the Respondents in terms of Office/Department Assigned

Office/Department Assigned	Frequency	Percentage	Rank
Mayor's Office	33	30.00%	1
Human Resources Management Office	20	18.18%	3
Municipal Treasurer's Office	27	24.55%	2
DILG	13	11.82%	5
Municipal Civil Registry Office	17	15.45%	4
Total	**110**	**100%**	

C. Workplace Challenges Encountered by Employees

This section explores the various workplace challenges experienced by employees of the LGU of Polangui, Albay. It focuses on factors that affect employee performance, job satisfaction, and engagement, specifically in the areas of communication, human relations, computer literacy, and work management. By identifying and analyzing these issues, the study seeks to uncover the underlying causes of workplace inefficiencies and to propose strategies for improving organizational performance and employee well-being.

1. Computer Literacy

The analysis of workplace challenges related to computer literacy among employees revealed that, overall, these challenges were "least encountered." The average weighted mean across all indicators was 2.30. However, two areas emerged as the most prominent concerns: administrative support (weighted mean = 2.45) and basic technical support (2.37). Despite both being classified as "least encountered," their relatively higher means indicate underlying issues that warrant attention. Administrative support challenges pertain to insufficient IT resources, such as a lack of available computer units and unreliable internet connectivity. Basic technical support, on the other hand, reflects employees' difficulty in independently resolving minor computer-related problems, suggesting a skills gap that contributes to inefficiencies and increased reliance on IT personnel.

Although other challenges, such as software navigation, file management, and professional email communication, received lower rankings, the data suggest a need for continuous digital competency development. The findings underscore that a foundational level of computer literacy exists among LGU employees, yet gaps persist in terms of infrastructure and problem-solving capabilities. These findings are consistent with Jansen and Cooper (2020), who reported that insufficient IT infrastructure significantly impacts both productivity and employee satisfaction in public sector environments. Likewise, Mitchell and Harper [14] emphasize the importance of empowering employees with basic technical troubleshooting skills to enhance autonomy and reduce dependency on centralized IT support.

Addressing these concerns through strategic investment in IT resources and employee training programs could improve operational performance. In particular, enhancing access to essential tools and providing professional development opportunities focused on practical digital skills will support the LGU's move toward a more digitally resilient and efficient governance system.

Table 8 presents the relationship between computer literacy indicators and the different profile variables of the respondents. The null hypothesis (Ho) posits that there is no significant difference in computer literacy when respondents are grouped based on their demographic and professional profiles. The Chi-square test was used to determine whether to accept or reject the null hypothesis, with a significance level set at 0.05. A p-value less than 0.05 indicates a statistically significant difference among groups.

Table 8. Significant Difference between the Workplace Challenges Encountered by the Respondents when Grouped According to Profile in Computer Literacy

Profile Variable	χ^2	p-value	Decision	Inference
Age	12.76	0.1736	Accept Ho	Not Significant
Sex	10.04	0.3475	Accept Ho	Not Significant
Status of Appointment	12.49	0.1870	Accept Ho	Not Significant
Level of Management	13.76	0.1310	Accept Ho	Not Significant
Office Assigned	15.06	0.0892	Accept Ho	Not Significant
Highest Educational Attainment	22.79	0.0067	Reject Ho	Significant
Eligibility	23.66	0.0049	Reject Ho	Significant
Seminars	14.07	0.1198	Accept Ho	Not Significant

The results reveal no significant differences in computer literacy when respondents are categorized by age (χ^2 = 12.76, p = 0.1736), sex (χ^2 = 10.04, p = 0.3475), status of appointment (χ^2 = 12.49, p = 0.1870), level of management (χ^2 = 13.76, p = 0.1310), office assignment (χ^2 = 15.06, p = 0.0892), and seminar attendance (χ^2 = 14.07, p = 0.1198), as all p-values exceed the 0.05 threshold. These findings suggest that these demographic and professional variables do not significantly influence computer literacy levels among respondents.

However, significant differences were observed based on the highest educational attainment (χ^2 = 22.79, p = 0.0067) and eligibility (χ^2 = 23.66, p = 0.0049). This indicates that respondents with higher levels of education and those holding relevant professional certifications exhibit distinct—presumably higher—levels of computer literacy compared to those with lower educational attainment or lacking specific qualifications.

These findings are supported by prior research. Nguyen and Tran [6] highlighted that individuals with higher educational backgrounds are more likely to possess strong computer literacy, largely due to structured exposure to digital tools, applications, and communication platforms during formal education. Similarly, Garcia and Rodriguez [8] found that professional certifications often enhance individuals' proficiency with computer systems and digital technologies, reinforcing the importance of eligibility in developing technological competencies.

Furthermore, Smith and Turner [4] confirmed that age, sex, and managerial level do not significantly predict computer literacy, emphasizing that access to training and

institutional support can bridge traditional skill gaps. This suggests that with proper institutional interventions, computer literacy can become more equitable across demographic lines.

2. Work Management

With an overall average weighted mean of 2.23, the findings indicate that work management challenges among LGU employees are generally "least encountered." Nevertheless, the two highest-ranked challenges—technology-related disruptions (2.40) and workload management (2.32) that highlight specific operational inefficiencies. Technology issues refer to frequent software malfunctions, technical breakdowns, and inadequate digital tools, all of which can significantly impede effective work processes. Meanwhile, workload management problems stem from either an excessive workload that leads to burnout or an imbalanced task distribution that results in low employee motivation and reduced efficiency.

These findings suggest that while such challenges are not dominant, their impact on employee performance is considerable when they do occur. Ensuring reliable access to updated and functional tools is essential to support seamless operations. Additionally, implementing workload distribution strategies that promote equity and efficiency can help prevent burnout and disengagement. The results support Davis and Simpson's [15] findings that highlight the importance of stable technological infrastructure for workplace productivity. Furthermore, the observations align with Lee and Kim's [1] study, which found that poor workload management adversely affects employee well-being and job satisfaction in public institutions.

To address these challenges effectively, LGUs must invest in continuous technical support, routine maintenance of work tools, and adopt structured workload management systems. By doing so, the organization can foster a supportive environment conducive to optimal employee performance and public service delivery.

Table 9 summarizes the Chi-square test results regarding the relationship between work management indicators and respondents' profile variables. The null hypothesis (Ho) proposes that there is no significant difference in work management abilities when respondents are grouped by different profiles.

The analysis reveals that age ($\chi^2 = 13.49$, $p = 0.1416$), sex ($\chi^2 = 14.18$, $p = 0.1160$), status of appointment ($\chi^2 = 11.56$, $p = 0.2390$), level of management ($\chi^2 = 9.55$, $p = 0.3885$), office assigned ($\chi^2 = 15.81$, $p = 0.0710$), and seminar attendance ($\chi^2 = 11.51$, $p = 0.2424$) do not significantly affect work management skills. These p-values exceed the 0.05 significance

level, suggesting that demographic and some professional factors have minimal impact on the respondents' capabilities to manage and organize work.

Table 9. Significant Difference between the Workplace Challenges Encountered by the Respondents when Grouped According to Profile in Work Management

Profile Variable	χ^2	p-value	Decision	Inference
Age	13.49	0.1416	Accept Ho	Not Significant
Sex	14.18	0.1160	Accept Ho	Not Significant
Status of Appointment	11.56	0.2390	Accept Ho	Not Significant
Level of Management	9.55	0.3885	Accept Ho	Not Significant
Office Assigned	15.81	0.0710	Accept Ho	Not Significant
Highest Educational Attainment	22.13	0.0085	Reject Ho	Significant
Eligibility	24.36	0.0038	Reject Ho	Significant
Seminars	11.51	0.2424	Accept Ho	Not Significant

On the other hand, statistically significant differences were identified in terms of highest educational attainment (χ^2 = 22.13, p = 0.0085) and eligibility (χ^2 = 24.36, p = 0.0038). Respondents with higher education levels and relevant certifications tend to exhibit better work management skills, reflecting advanced competencies in task planning, prioritization, and resource utilization.

This finding aligns with Nassazi and Kizza [7], who reported that individuals with advanced education often possess refined organizational and strategic planning skills due to theoretical training and structured academic experiences. Likewise, Rodriguez and Nguyen [16] emphasized that professional eligibility credentials, such as certifications, frequently involve project management and leadership modules, which contribute to more efficient work management.

The lack of significance for age, sex, and managerial level is consistent with contemporary research. Standardized training programs and technological integration have leveled the field, making work management skills more uniformly distributed across demographics [4]. Wilson and Harris [17] also noted that infrequent seminar participation typically has limited long-term effects on practical work management skills, possibly explaining the non-significant findings in this study.

In conclusion, the findings underscore the significant role of educational attainment and professional eligibility in shaping both computer literacy and work management skills. These competencies appear to be increasingly independent of age, sex, and managerial status, reflecting broader shifts in workplace training, digital integration, and equal access to developmental resources. As Garcia and Smith [18] emphasize, professional certifications play a crucial role in enhancing digital literacy among government employees, particularly by providing structured learning pathways that align with evolving technological demands.

Moreover, the growing emphasis on formal education contributes not only to technical proficiency but also to improved problem-solving and organizational capabilities, which are essential for effective work management. This trend also reflects a transition toward more inclusive and skills-focused human resource strategies, reducing traditional disparities linked to demographic factors. Additionally, fostering employee development through education and certification can help address underlying communication and productivity issues, as suggested by Fryer and Freeman [19], who highlight the value of training in improving professional interactions, and Zhang and Kim [20], who link conflict resolution and workplace skills to overall team performance. Therefore, investing in comprehensive training programs that promote formal education and certification is vital for optimizing performance within local government settings.

Conclusion

The results of the Chi-square analysis reveal that factors such as age, gender, employment status, management position, office assignment, and participation in seminars do not significantly influence the computer literacy and work management skills of employees in the LGU of Polangui, Albay. In contrast, the highest level of educational attainment and possession of professional eligibility certifications show a significant impact on these competencies. This underscores the critical role of formal education and professional credentials in enhancing employees' technical and managerial capabilities. Accordingly, it is vital to strengthen training initiatives and human resource development efforts that prioritize educational advancement and certification to improve performance within the LGU.

Conflict of Interest

The authors declare that there is no conflict of interest.

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Authors



Ma. Josefa Sario Reyes is taking up a Bachelor of Science in Office Administration at Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur, Philippines, from 2022 to 2026. She is originally from Santicon, Polangui, Albay, and was born on March 9, 2004, in Libon, Albay. Her foundational education also includes primary and early secondary schooling at the same institution and at Polangui North Central Elementary School, finished in 2015–2016. MJ is driven to pursue excellence in administrative and office management roles. (email: ma.jreyes@my.cspc.edu.ph).



Princess Zarah Robrigado Coronado is a Bachelor of Science in Office Administration student at Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur, Philippines. She hails from Matacon, Polangui, Albay, and is expected to graduate in 2026. She has a strong foundation in office and administrative functions, with work experience including roles as Secretary at Barangay Matacon, Legislative Researcher in the Vice Mayor's Office of Polangui, and a Production Crew member at Red Ribbon Bakeshop Inc. Her dedication to public service, research, and administrative excellence continues to guide her academic. (email: prcoronado@my.cspc.edu.ph).



KC Baydal Britanico is a 20-year-old student currently pursuing a Bachelor of Science in Office Administration at Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur, Philippines for the academic year 2024–2025. She hails from Bulaong, Baao, Camarines Sur, where she completed her secondary education at Eusebia Paz Arroyo Memorial National High School, under the General Academic Strand in 2021–2022. Her academic interests align with administrative functions and office management, aiming to build a career in business and organizational administration. (email: kcbaydal@my.cspc.edu.ph).