

Graduate Students' Competence in Online Work Employability

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Abstract

This study evaluates the competence of graduating students from Liloan National High School, Liloan, Cebu, for future online work employability with digital integration. The research explores students' digital competencies and preparedness for the digital economy. The study employed a descriptive, quantitative method, involving 50 graduating students and a comprehensive three-part questionnaire to collect data. The findings reveal that students demonstrate strong proficiency in managing online projects and in using technology to process, organize, and analyze digital information. The study assumes that while students have a foundation in essential digital skills, targeted interventions are important to identify these gaps and enhance their preparedness for the digital economy. Recommendations include increasing training programs, integrating strengthened digital literacy into the curriculum, emphasizing distance learning, and strengthening technical support. These efforts will equip students with the comprehensive skills needed for success in the evolving online work environment, supporting local economic development and improving career readiness.

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Introduction

Digital abilities widely impact many economic sectors and at all academic levels, including higher education (Dewi et al., 2024). This evolution has led to the emergence of new tools for teaching and learning, such as interactive whiteboards, educational apps, and online learning platforms, with students increasingly engaging in Internet-enabled environments. Consequently, the learning landscape is undergoing important transformations. These shifts underscore the importance of exploring graduating students' potential for future online work, particularly through the integration of digital skills and the opportunities they offer (Tymchuk et al., 2024).

Investigating graduating students' prospects for future online employment is significant, given the rapid evolution of technology and the growing prevalence of remote work. It is crucial to align K-12 education with the evolving job market to adequately prepare students for the demands of the digital economy. Consequently, educational reforms should prioritize the cultivation of innovation and entrepreneurship abilities to adapt to these shifting economic requirements (Wang, 2024). Despite substantial research on the integration of Digital Skills in education, notable gaps remain in understanding its direct correlation with preparing students for online work environments. Furthermore, specific abilities such as communication, collaboration, and digital literacy are critical for success in online work settings. In environments where face-to-face interaction is limited, proficiency in digital tools like Zoom, Microsoft Teams, and Slack has become indispensable for effective remote communication (Thakur et al., 2023).

The COVID-19 pandemic has underscored the urgency of equipping students with digital skills to thrive in remote work environments (Günay, 2022). To address these gaps, it is vital to conduct future studies to assess how integrating Digital Skills into K-12 education cultivates the skills needed for online work. This could involve comprehensive longitudinal studies tracking graduates' academic and career journeys, surveys and interviews with employers to gauge their digital skill expectations, and evaluations of school Digital Skills initiatives to measure their impact on student preparedness for online work.

Linking this analysis to the prospects of the digital labor market underscores the need to nurture digital talent early in the educational pipeline. By integrating digital competencies into K-12 instruction, educators can equip students with the essential skills required to thrive in remote and hybrid work environments later in life. For instance, early exposure to asynchronous collaboration tools prepares students for the complexities of virtual team dynamics in professional settings. As Shitova (2020) notes, digital literacy is a fundamental prerequisite for academic success, enabling students to navigate modern pedagogical tools with efficacy. Ultimately, integrating digital talent serves as a transformative bridge, closing the gap between traditional educational models and the rapidly evolving requirements of the global workforce.

This study aimed to determine the preparedness of graduating students for online work employability at Liloan National High School, Liloan, Cebu, during the 2025–2026 school year, with the broader goal of developing strategies to integrate digital skills into teaching and learning to enhance employability in the digital workforce.

Specifically, the study pursued the following objectives:

1. To describe the demographic profile of teachers in terms of age, gender, highest educational attainment, length of service, teaching load per week, participation in technology-related trainings, and availability of technology learning resources in the classroom.
2. To assess the extent of teachers' delivery and confidence in digital skills, including proficiency in basic computer operations, internet search, and online learning tools, software productivity applications, and participation in technology-related professional development.
3. To evaluate the effectiveness of digital skills integration in teaching, as perceived by graduating students, focusing on competencies in digital tools, online communication, data security, networking, information management, and data presentation.
4. To formulate strategies for integrating digital skills into the curriculum and instructional practices that support graduates' readiness for online work, ensuring that students acquire the essential competencies, tools, and confidence to succeed in technology-driven employment environments.

Through these objectives, the study seeks to provide actionable insights for educators, administrators, and policymakers to strengthen digital literacy, enhance instructional practices, and prepare graduating students to participate effectively in the growing digital economy.

This study presents the related literature and studies that greatly contribute to and enrich this study. This review aims to establish a theoretical foundation, highlight existing gaps in the literature, and define key concepts relevant to the research area. This study is anchored on Fred Davis' (1993) seminal Technology Acceptance Model (TAM), which seeks to enhance understanding of how individuals adopt emerging technologies by focusing on perceived usefulness and perceived ease of use. Applying TAM to recent graduates' perspectives on digital platforms allows for an examination of how students perceive the benefits and convenience of technology, providing insights into factors that influence adoption. By exploring graduates' views on the usability and advantages of digital tools, educators and researchers can better understand the drivers of technology adoption, which in turn informs strategies to ensure that all students develop essential digital skills and gain equitable access to online career opportunities.

Complementing this perspective, Van Dijk's (2019) Digital Divide Theory emphasizes that access to and use of technology are often determined by socio-economic differences, resulting in unequal opportunities and increased social inequality. Addressing disparities in digital literacy and access is critical, as students who lack access or skills may be excluded from the digital economy. Van Dijk further highlighted that closing the digital divide requires attention not only to physical access but also to the development of digital skills, ensuring all individuals have equal opportunities to participate in technology-driven commerce and work. This approach aligns with a recent study by Dublar (2023), which emphasizes that promoting digital literacy and equitable access can prepare graduates to compete in online work environments, fostering employability and empowerment.

By integrating TAM, Digital Divide Theory, and the Community of Inquiry framework, this study examines students' digital competencies, their readiness for the digital economy, and their behavioral intention to use technology. It also considers relevant legislation, such as RA 10533 (Enhanced Basic Education Act) and RA

10844 (Creation of the Department of Information and Communications Technology), which support institutional and student development. Ultimately, this framework aligns with the study's objectives: to assess graduates' preparedness for technology-enabled employment, identify barriers to digital engagement, and provide recommendations to enhance digital literacy, access, and workplace readiness.

Method

The study employed a descriptive survey design, which is a fact-finding approach aimed at accurately assessing and interpreting the digital competencies of graduating students for future online work employability. The research was conducted at Liloan National High School, Liloan, Cebu, during the 2023–2024 school year. The respondents consisted of fifty (50) graduating students, selected through purposive sampling based on their eligibility and relevance to the study. Data were collected using a three-part questionnaire, designed to provide a comprehensive understanding of the students' digital skills and readiness for online work. The first part of the questionnaire gathered demographic information from the respondents. The second part explored the perceived effectiveness of integrating digital skills into teaching and learning, specifically regarding preparedness for future online work opportunities. The third part assessed the students' self-perceived competence and confidence in applying digital skills in real-world online work scenarios. Overall, the questionnaire served as a practical and reliable instrument for collecting detailed information on students' digital abilities, perceptions of technology-based learning, and readiness to participate in the digital workforce. The findings from this survey provide a solid basis for identifying areas for improvement and guiding strategies to enhance the integration of digital skills for online employability.

Results and Discussion

This section provides an overview of the students' demographic profile, focusing on several key aspects influencing their engagement with technology. It begins by analyzing students' ages and genders to understand their distribution. The section then determines the teacher's demographic profile.

Basic Information of Teachers

Age

Age plays a crucial role in shaping an individual's adaptability to evolving work environments, particularly in the rapidly growing field of online work. Table 1 displays the data.

Table 1. Profile of the Teachers as to Age

Age (in years)	f	%
31-40	2	40.00
21-30	3	60.00
Total	5	100.00

As for the teachers' ages in Table 1, most are between 21 and 30 years old (3 teachers, 60% of the sample), while the other 2 teachers are older (40%). The fact that almost half of the teachers in this context are aged 30 or younger indicates that the teaching workforce is relatively young.

In most OECD countries, teachers under 30 make up only a small share of the workforce — around 11% on average across all levels of education — with the proportion often decreasing at higher levels of schooling and with increasing demand for experience. This low international figure contrasts with this study, where younger teachers are a majority, indicating vigorous entry of early-career professionals into the profession and potentially reflecting local recruitment practices, recent hiring of new graduates, or workforce renewal processes. A younger teaching demographic can bring up-to-date pedagogical knowledge and facility with current technologies, which OECD (2024) research highlights as beneficial for modern classrooms, especially where digital learning is emphasized.

Gender

Gender plays a vital role in shaping the experiences, opportunities, and challenges graduating students may encounter as they transition into the online workforce. As the digital economy expands, it is essential to explore how gender dynamics influence students' competence and preparedness for future online work. According to Table 2, the respondents' gender is predominantly male, with 4 respondents (80%) male and 1 respondent (20%) female. This gender ratio shows a significant imbalance, as males dominate the respondents.

Table 2. Profile of the Teachers as to Gender

Gender	f	%
Male	4	80.00
Female	1	20.00
Total	5	100.00

Such a distribution suggests that the teaching context may be male-dominated. Gender representation in education often varies by level and field; for example, globally, teaching at the elementary level tends to be female-dominated, while certain subject areas or higher levels of education may show stronger male representation. Therefore, the predominance of male respondents in this study may reflect the nature of the discipline, hiring trends, or institutional staffing patterns rather than broader national trends (OECD, 2024). This is in contrast with UNESCO (2023), which states that women make up the vast majority of teachers worldwide — for example, 94 % of pre-primary, 68 % of primary, and 52 % of upper secondary teachers are female — with their share declining only at the tertiary level of education. This pattern indicates that teaching is widely seen as a female-dominated profession in many parts of the world, especially in early and basic education.

Highest Educational Attainment

The highest educational attainment of graduating students is a fundamental factor in determining their competence

and readiness for the future online work environment. As students approach graduation, their level of education not only reflects their knowledge but also influences their adaptability to the demands of the digital age.

Table 3. Highest Educational Attainment of the Teachers

Educational Attainment	f	%
Master's Degree	1	20.00
With MA/MS Units	1	20.00
Baccalaureate Degree	3	60.00
Total	5	100.00

Table 3 reveals that most teacher respondents hold a Bachelor's degree, with 3 individuals (60% of the sample) in this category. In contrast, 20% of teachers hold a master's degree, and another 20% have completed some Master's units. This distribution highlights the varying levels of educational attainment among the respondents.

The study of Tulo and Jiyong (2022) indicates that although a bachelor's degree serves as the basic qualification for entering the teaching profession, pursuing advanced education—such as a master's-level or doctorate degree—is linked to stronger pedagogical content knowledge, enhanced reflective practice, and greater leadership capacity. These attributes collectively support improved instructional effectiveness. Moreover, the engagement of many teachers in master's studies reflects a proactive commitment to continuous professional development, aligning with educational policies and institutional initiatives that aim to build teacher competence, responsiveness, and adaptability in an evolving educational environment.

Length of Service

The amount of time a person has spent in a field can be an important indicator of their experience, proficiency, and willingness to adopt new trends. As seen in Table 4, the majority of respondents have 5 years or less of service (60% of the sample, or 3 individuals). Currently, 2 out of the respondents, i.e., 40%, have served for a time ranging from six years to ten years. This distribution indicates the workforce is at an early stage and relatively young.

Table 4. Length of Service of the Respondents

Length of Service (in years)	f	%
6 years to 10 years	2	40.00
5 years and below	3	60.00
Total	5	100.00

The study by Admiraal et al. (2023) on teacher experience routinely distinguishes early-career teachers, often defined as those with up to 5 years of service, from more experienced educators, noting that this period is critical for professional development and identity formation. Early-career teachers frequently navigate challenges such as classroom management, workload expectations, and the transition from theory to practice, which can influence their feelings of preparedness and well-being during their first years on the job. Without strong mentoring,

induction programs, and supportive working conditions, novice teachers may experience higher stress levels and are more likely to consider leaving the profession within these early years.

Teaching Hours per Week

The number of teaching hours per week is critical in shaping educators' workload and effectiveness. Table 5 indicates that all teacher respondents have 25-30 teaching hours per week. This uniformity in teaching hours suggests that teachers are operating within a standardized workload, which has significant implications for their ability to engage in professional development, innovate in their teaching practices, and effectively prepare students for future online work environments.

Table 5. Teaching Hours Per Week

Number of Hours	f	%
26 hours to 30 hours	5	100.00
Total	25	100.00

The fact that all teacher respondents report teaching 26 to 30 hours per week reflects a standardized workload within the institution, indicating adherence to a uniform policy on teaching hours. In many educational systems, a weekly teaching load of 26 to 30 hours is considered full-time, allowing a balance between direct classroom instruction and essential non-teaching duties such as lesson planning, grading, and classroom preparation. The study of Fengler et al. (2021) on teacher workload suggests that extensive teaching hours can limit opportunities for professional activities beyond instruction, including reflective practice, peer collaboration, and participation in professional development. High instructional demands may therefore reduce the time available for teachers to engage in planning and skill enhancement, potentially impacting both their well-being and their capacity for instructional innovation.

Number of Hours of Technology-Related Training

This refers to the total number of hours respondents have spent attending seminars, workshops, or training programs on technology use. This information helps determine the respondents' level of exposure and experience with technology. Table 6 presents the distribution of hours of technology-related training attended by teachers.

Table 6. Number of Hours of Technology-related Training Attended

Number of Hours	f	%
331	1	20.00
80	1	20.00
40	1	20.00
8	1	20.00
None	1	20.00
Total	5	100.00

The table indicates that each training hours category is 331, 80, 40, and 8 hours, and none represents 20% of the total respondents. This suggests an equal distribution among teachers with varying levels of technology-related training and those who have not participated in any such training. The study by Wu et al. (2022) on ICT training indicates that teachers with more hours of ICT training use digital educational resources more frequently, suggesting a positive relationship between training duration and actual technology integration in teaching.

Technology Learning Resources in the Classroom

The availability and integration of technology learning resources in the classroom are critical in shaping students' readiness for the future online workforce. As digital tools and platforms become increasingly integral to the modern work environment, the effective use of technology resources in educational settings is essential for developing students' digital literacy and technical skills. Table 7 illustrates the technology learning resources respondents used in the classroom. Most respondents use laptops, with three individuals indicating this as their primary resource. In contrast, each of the remaining respondents utilizes a personal computer or an HDMI/television setup.

Table 7. Technology Learning Resources in the Classroom

Technology	f	%
Personal Computer	1	20
Laptop	3	60
HDMI/Television	1	20
Total	5	100

The distribution of technology learning resources, where three teachers use laptops as their primary classroom devices while the others use either a personal computer or an HDMI/television setup, reflects a diverse yet foundational set of instructional technologies used in teaching and learning. The study by Wordu et al. (2022) on ICT (Information and Communication Technology) in education shows that tools such as laptops, desktop computers, projectors, and televisions are commonly available resources for enhancing instructional delivery. These resources enable teachers to present content visually, access digital materials, and engage learners through multimedia, even in contexts where higher-end or interactive technologies are less widespread.

Teacher's Delivery and Confidence in Digital Skills

This section focuses on analyzing teachers' delivery of digital skills, their acquisition of confidence, and the training they have received to effectively integrate technology into their teaching practices. It examines how teachers incorporate digital skills into their curriculum, the challenges they face, and the impact of this integration on their confidence in using technology to enhance student learning outcomes. Furthermore, it explores the relationship between teacher training, digital literacy, and the development of students' digital competencies, providing insights into areas that require improvement and support to ensure teachers are equipped to prepare students for success in an increasingly digital world.

Basic Computer Skills

This section delves into teachers' essential basic computer skills, which are fundamental for effectively integrating technology into educational practices. Table 8 provides insights into the teachers' delivery of digital skills, their acquisition of confidence, and their training in basic computer skills.

Table 8. Basic Computer Skills

Basic computer skills	Mean	Standard deviation	Interpretation
I know how to save/open documents to/from a hard disk or other removable storage devices.	4.00	0.00	Very great extent
I am comfortable with things like installing software and changing configuration settings on my computer.	3.80	0.45	Very great extent
I know how to resolve standard hardware or software problems, or I can access technical support if I encounter a problem.	3.20	0.84	Great extent
Average	3.67	0.43	Very great extent

The data indicate that teachers possess a high level of proficiency in basic computer skills, with an overall average mean of 3.67 (SD = 0.43), reflecting a "Very Great Extent" of competence. Among the skills assessed, the highest proficiency is observed in the ability to save and open documents from hard disks or removable storage devices, with a mean score of 4.0. This suggests that teachers are very comfortable with fundamental file management tasks.

In addition, the high proficiency observed in saving and opening documents from hard disks or removable storage devices (mean = 4.0) indicates that teachers are confident with essential digital operations that support everyday teaching functions, such as preparing lesson materials, storing resources, and retrieving digital files. Prior research emphasizes that these competencies are critical for effective technology integration, as they reduce cognitive barriers and allow educators to focus on pedagogical use of tools rather than on technical basics. For instance, Inan and Lowther (2010) highlighted that teachers with solid basic computer skills are more likely to adopt other instructional technologies because they feel competent and confident in working with digital environments.

Internet Search/Distance Learning Skills

This section explores the competencies in internet search and distance learning among teachers, which are increasingly crucial in the modern educational landscape.

Table 9. Internet Search/Distance Learning Skills

Internet search/distance learning skills	Mean	Standard deviation	Interpretation
I have an email address, and I can open/send file attachments.	4.00	0.00	Very great extent
I am familiar with distance learning etiquette.	4.00	0.00	Very great extent
I know how to surf the internet and navigate web pages	4.00	0.00	Very great extent
I can use web browsers (e.g., Internet Explorer, Google Chrome, Mozilla Firefox) confidently.	4.00	0.00	Very great extent
I know how to resolve common internet errors, such as “page not found” or “connection timed out.”	3.60	0.55	Very great extent
I am comfortable with tasks like searching, setting bookmarks, and downloading files.	3.80	0.45	Very great extent
I know how to access a distance learning library and other resource databases.	3.60	0.55	Very great extent
I know how to use asynchronous tools	4.00	0.00	Very great extent
Average	3.88	0.19	Very great extent

The findings suggest a mixed profile of digital readiness among teachers: while they are generally confident in core internet skills and basic distance learning tasks, they show weaknesses in more technical or specialized areas of online engagement. This pattern has been documented in research on digital competence in education. In a large-scale review of teachers' ICT competencies, researchers found that although basic and pedagogical uses of technology were relatively well developed, teachers were less confident when faced with technical troubleshooting, adapting technologies for complex tasks, or integrating high-level digital resources into instruction (Tondeur et al., 2017).

The findings imply that while teachers demonstrate strong competencies in fundamental internet and distance learning skills, there are notable gaps in their ability to handle specific technical issues and access specialized online resources.

Software Productivity Skills

This section examines teachers' proficiency in software productivity skills, which are critical for enhancing efficiency and effectiveness in both classroom and administrative tasks. Table 10 highlights the teachers' proficiency in software productivity skills, revealing an overall high level of competence with an average mean of 3.80 (SD = 0.33), indicating a "Very Great Extent" of skill. The highest proficiency is in familiarity with Microsoft Word, which received a mean score of 4.00, suggesting that teachers are very comfortable with this

essential word-processing tool. Following closely are skills related to using spreadsheet applications, understanding PDF files, and multitasking across multiple applications, each with a mean of 3.80. These results reflect teachers' strong capabilities in managing and utilizing fundamental productivity software.

Table 10. Software Productivity Skills

Software productivity skills	Mean	Standard deviation	Interpretation
I know what PDF files are, and I can download and view them.	3.80	0.45	Very great extent
I am familiar with MS Word and use it comfortably.	4.00	0.00	Very great extent
I can have several applications open at the same time and switch between them.	3.80	0.45	Very great extent
I know how to use file compression (WinZip, Rare, etc.).	3.60	0.55	Very great extent
I know how to use spreadsheet applications (MS Excel).	4.00	0.00	Very great extent
I know how to use presentation software applications.	3.60	0.55	Very great extent
Average	3.80	0.33	Very great extent

Research on teachers' digital competencies consistently identifies proficiency in basic productivity tools such as word processors, spreadsheets, and PDF management as foundational components of effective technology use in education. These tools are frequently cited in studies of teacher ICT (information and communication technology) skills, as they facilitate efficient document creation, data organization, and multitasking, which are necessary for both classroom delivery and professional responsibilities (Kampylis et al., 2015).

Trainings Attended

This part examines the training teachers receive in various digital skills, focusing on its impact on their proficiency and confidence in using technology in the educational environment.

Table 11. Training Attended

Training attended	Mean	Standard deviation	Interpretation
I have training in using the Internet.	3.60	0.55	Very great extent
I have attended distance learning classes before.	3.80	0.45	Very great extent
I have used a learning management system before.	3.60	0.55	Very great extent
I have the skills to modify and add content and assessments using a distance-learning management system.	3.40	0.55	Very great extent
I have attended seminars and workshops on distance learning.	4.00	0.00	Very great extent
Average	3.68	0.42	Very great extent

Table 11 presents the results concerning teachers' digital skills, acquisition confidence, and training related to distance learning.

Table 12. Level Of Effectiveness of Digital Skills Integrated into Teaching for Future Online Work of the Graduate Student Respondents

	Mean	Standard deviation	Interpretation
Effectively use and navigate various digital tools, platforms, and software required for online work, such as productivity suites, project management tools, and virtual collaboration platforms.	3.38	0.49	Strongly agree
Proficiency in using video conferencing, instant messaging, and other online communication channels.	3.56	0.50	Strongly agree
Understanding of online security best practices, data protection protocols, and privacy considerations to ensure the safety and confidentiality of online work and client information.	3.38	0.67	Strongly agree
Capacity to plan, organize, and coordinate online projects, including setting goals, delegating tasks, and tracking progress using project management tools and methodologies.	4.00	0.00	Strongly agree
Skills to build and maintain professional networks, develop a strong online presence, and effectively market one's skills and expertise to potential employers or clients in the online work environment.	3.00	0.70	Agree
The use of technology helps to broaden students' knowledge paradigm to be ready for online jobs.	3.06	0.59	Agree
The use of technology helps to improve students' ability, specifically in encoding, searching, and analyzing.	3.80	0.41	Strongly agree
The students are more behaved and under control when using technology.	3.56	0.61	Strongly agree
Skills to identify and analyze problems, assess the situation, and devise effective solutions in an online work context, often with limited face-to-face interaction	3.18	0.75	Agree
The competence to gather, interpret, and present data in a meaningful and visually appealing way to inform decision-making and support online work objectives	3.36	0.66	Strongly agree

Legend: 1.00-1.74= Strongly disagree; 1.75-2.49= Disagree; 2.50-3.24= Agree; 3.25-4.00= Strongly agree

The overall perception indicates a "very great extent" of proficiency and confidence, with a mean score of 3.68 (SD = 0.42). Teachers generally feel well-equipped and confident in their digital skills, reflecting a positive attitude toward their digital training and experience. This aligns with previous research on teacher digital readiness, which indicates that access to targeted training and practical experience enhances teachers' confidence in applying technology in instructional settings. Specifically, studies of Tondeur et al. (2017) and Howard et al. (2021) have found that educators who engage in structured digital literacy programs and distance-learning training tend to exhibit greater self-efficacy in technology integration, make more frequent use of digital platforms in their teaching, and tackle technical challenges more effectively than educators with limited training opportunities.

Table 12 displays the level of effectiveness of digital skills integrated into teaching for future online work of the Graduating student respondents. The presented data reveal students' perceptions of their ability to manage online projects and leverage technology for various tasks. The highest mean score of 4.0 indicates strong agreement with the statement regarding the capacity to plan, organize, and coordinate online projects, including setting goals, delegating tasks, and tracking progress using project management tools and methodologies. This result not only reflects a high level of confidence in students' abilities to utilize project management tools effectively but also their readiness for successful online work. Research by Ružić and Jovkić (2025) underscores the importance of proficiency in project management tools for managing complex online projects and ensuring efficient team collaboration. The findings suggest that while students demonstrate strong skills in project management and using technology for information processing, there is a need for enhanced focus on building professional networks and developing a solid online presence.

Conclusion

The study's findings indicate that graduating students from Liloan National High School possess a strong foundation in essential digital skills, particularly in managing online projects and using technology for information processing. Their proficiency in planning and organizing digital tasks and their ability to use technology for encoding and analysis effectively demonstrate a solid readiness for the digital workforce. However, there are notable areas for improvement, particularly in professional networking, online presence, and handling specific technical challenges. By focusing on these areas, educational institutions can better prepare students for the demands of online work and improve their overall career readiness.

Based on the study's findings, the following recommendations are proposed: (1) Enhanced Training Programs: Implement targeted professional development programs to address gaps in professional networking, online presence, and technical troubleshooting. Workshops and courses should focus on building compelling online profiles, networking strategies, and resolving common digital issues to better prepare students for online work environments. (2) Curriculum Integration: Incorporate comprehensive training on digital literacy, including advanced computer skills and project management, into the curriculum. This should include practical exercises and real-world applications, reassuring the audience about the student's ability to apply their digital skills in real-world situations and thereby enhance their digital competencies. (3) Focus on Distance Learning: Increase the emphasis on distance learning within the educational framework by integrating more hands-on training with

learning management systems and offering more opportunities for students to participate in online classes and workshops. (4) Strengthening Technical Support: Provide additional resources and support for students to develop their technical troubleshooting skills. It could include creating a technical support center within the school or partnering with local IT professionals to offer troubleshooting workshops.

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