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Administrative Skills of Student Aides in Camarines Sur Polytechnic Colleges, Philippines

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Abstract

The study aims to determine the Administrative Skills of Student Aides in CSPC within the academic year 2024-2025. It determined the profile (age, year level, sex, civil status, and program), administrative skills in records management, communication, technical, and human relations, and factors limiting the proficiency of the respondents. The questionnaire was distributed with widely open access to the respondents and got several ninety-two varied responses from 1st to 4th-year student aides in different programs. The researchers used the descriptive survey method through data gathering instruments such as self-made questionnaires to gather the necessary data. The data gathered were treated statistically through the use of the percentage technique, weighted mean, and Likert-type scale. The major findings are: the administrative skills of student aides are highly competent in human relations while competent in namely records management, communication, and technical. When it comes to the factors limiting the proficiency of the student aides, the underlying indicators on records management, verbal communication, technical, and human relations are perceived as disagreeing while agreeing on the written communication, which means that limits their proficiency. As an output, the recommendation, which is an action plan, is focused on the skills enhancement of the student aides under administrative skills, namely Records Management, Communication, Technical, and Human Relations.

Keywords: *Communication Skills, Human Relations, Records Management, Student Aides, Technical Skills*

Introduction

Administrative skills are essential for an administrative professional to complete tasks related to managing a business or office tasks. By honing communication, records management, human relations, and technical skills, professionals can perform office responsibilities such as filing paperwork and communicating with stakeholders and clients [1]. Furthermore, Mellinger [2] defines skills as the ability to do a task competently after repeated practice. These skills are essential for success in everyday life. Employers frequently look for two key skill sets in individuals during job applications: hard skills and soft skills. Proficiency in foreign language or computer programming is an example of hard talent that may be easily measured. Soft skills, often life skills, are abilities and behaviors that allow an individual to handle everything from interactions with others to identifying and processing emotions. There are specific life skills that almost every employer looks for in their employees. After all, an employer wants job candidates to be able to handle everyday challenges that might come up at work and life skills help employees do just that.

Under CHED Memorandum No. 9 Series of 2013, Article 2 Section 4, it states that educational institutions seek to form individuals who can later become productive citizens of the country and the

world. Its responsibility is not only confined to the teaching and development of job skills but also to the acquisition of life skills and values. The individuals produced by educational institutions should be able to contribute positively to the progress of their country and the upliftment of human conditions.

To further enhance the skills of some students in CSPC and help them financially, the institution hires students to be a student aides. Student aides work part-time jobs to help faculty members and staff lighten their workload for their day-to-day operations. Typically, they perform clerical or administrative tasks, run errands within the school premises, and interact with the students and faculty members. These responsibilities teach students the importance of effective communication, organization, and time management in a professional setting. These tasks also provide students with practical experience in administrative duties, fostering attention to detail and organization [3].

However, the student aides in CSPC must be competent enough to perform their duties and responsibilities well, as they play a crucial role in supporting the faculty and staff in various tasks. It is essential for student aides to continuously improve their skills and adapt to the evolving needs of the school community.

Concerning this, the researchers seek to determine the administrative skills and the factors that limit the proficiency of the student aides in Camarines Sur Polytechnic Colleges. The outcome of this study will be utilized as an aid in crafting an action plan to enhance the administrative skills of the student aides and help them be competent in a professional environment.

Methods

A. Research Method

This research study utilized a descriptive method of research to determine the administrative skills of the student aides and the factors limiting the competency skills of the student aides. According to Dovetail [4], the descriptive method enables researchers to precisely and methodically describe a population, circumstance, or phenomenon without manipulating the variables or testing hypotheses.

B. Respondents

The respondents of this study contributed the most necessary information needed for this study. 92 out of 102 student aides officially enrolled in the school year 2024-2025 in Camarines Sur Polytechnic Colleges were the target respondents of the study. The remaining ten student aides participated in the conducted dry run of the questionnaire, ensuring that all of the student aides officially enrolled in the school year 2024-2025 in Camarines Sur Polytechnic Colleges were able to participate in this study.

C. Research Instrument

The research study made use of a self-made questionnaire that was tailored to the specific issue of the study. A close-ended questionnaire was distributed using Google Forms to gather relevant and necessary data from the respondents. A draft of the survey questionnaire was presented to the research adviser and panelists for checking and necessary revision. The researchers also conducted a dry run on ten student aides officially enrolled in the school year 2024-2025 to test the convenience and validity of the survey questionnaire for final adjustments and administration to the students.

D. Documentary Analysis and Statistical Treatment of Data

Data on student aides officially enrolled in the enrolled in the school year 2024-2025 in Camarines Sur Polytechnic Colleges was gathered from the Human Resource Management Office. Specific statistical tools have been employed to treat, analyze, and interpret the problems presented.

- Rank-ordering method: To determine the rank of the indicators as first, second, and so on.
- Percentage Technique: To determine the personal profile of the respondents
- Weighted Mean: To determine the mean value obtained from the respondent's administrative skills and the factors limiting the proficiency of the student aides.
- Likert scale: This method was used in quantifying and interpreting the weighted mean for each indicator in the administrative skills and the factors limiting the proficiency of the student aides.

Hasil dan Pembahasan

A. Administrative Skills of Student Aides in Camarines Sur Polytechnic Colleges

This section presents the administrative skills of student aides in CSPC in terms of records management, communication skills, technical skills, and human relations.

1. Records Management

Table 1 shows the administrative skills of student aides in terms of Records Management. All indicators were interpreted as "Competent" with a general weighted mean of 3.39. The indicator I am proficient in handling incoming and outgoing documents, ranked first with a weighted mean of 3.49, and I can transfer paper files to the computer, ranked last with a weighted mean of 3.32.

Table 1. Administrative Skills of the Student Aides in terms of Records Management

Indicators	Weighted Mean	Verbal Interpretation	Rank
I am proficient in handling incoming and outgoing documents.	3.49	Competent	1
I am knowledgeable in the proper filing of records and documents.	3.40	Competent	3
I am proficient in arranging files using filing systems such as Alphabetical order and Numerical order.	3.47	Competent	2
I can retrieve files and records efficiently.	3.35	Competent	7
I can transfer paper files to the computer.	3.32	Competent	8
I can organize e-documents from a computer.	3.36	Competent	5.5
I can categorize and classify files and records accordingly.	3.37	Competent	4
I have hands-on experience in record keeping.	3.36	Competent	5.5
Average Weighted Mean	3.39	Competent	

The result shows that students are proficient in handling incoming and outgoing documents, knowing that it is parity that they can perform such tasks because most of the student aides are from the BSOA program. As the majority of them are office administration students, it is considered that they are good enough to perform the said task as they are being practiced. One of their courses involves filing practices, so records management got the highest responses, and thus, they are proficient.

This implies that when the student aides are office administration students, it can be assumed that in terms of records management tasks, the students can perform well in arranging files, managing incoming and outgoing papers, and other tasks they can take up in certain offices. Efficiency in delivering the job by them is expected as well.

In the study of Darwis [5], results show that student aides carry out competency in records management skills, and he highlighted that in order to fulfill office goals, administrative duties, including archive management, letter distribution, and borrowing archives are carried out on place.

2. Communication Skills

Table 2 presents the administrative skills of student aides in terms of communication skills. In terms of verbal communication, I can converse with other people by considering the proper tone level and use of words when communicating, ranked first with a weighted mean of 3.55, and I can confidently discuss and present in front of audiences, with a weighted mean of 3.32, ranked last. In terms of written communication, I am proficient in writing with proper spelling, grammar, and punctuation, ranked first with a weighted mean of 3.38. I am proficient in proofreading, editing, and revising written communications, ranked last with a weighted mean of 3.15.

Table 2. Administrative Skills of Student Aides in Terms of Communication Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
Verbal Communication			
I can confidently approach someone accordingly and start a conversation.	3.41	Competent	2
I can converse with other people by considering the proper tone level and use of words when communicating.	3.55	Highly Competent	1
I can communicate orally in both the native and English languages.	3.37	Competent	4
I can confidently discuss and present in front of audiences.	3.32	Competent	3
Average Weighted Mean	3.41	Competent	
Written Communication			
I am proficient in writing with proper spelling, grammar, and punctuation.	3.38	Competent	1
I can craft emails, letters, memos, and business reports effectively.	3.17	Competent	3
I am proficient in proofreading, editing, and revising written communications.	3.15	Competent	4
I can express my feelings, ideas, and opinions through writing.	3.27	Competent	2
Average Weighted Mean	3.24	Competent	
Total Average Weighted Mean	3.33	Competent	

As regards verbal communication skills, the students that are proficient in conversing with other people with proper tone level and use of words consideration, as it has a semblance on the second indicator with high rank that they are confident to approach someone accordingly to start a conversation.

Also, when it comes to written communication, they are competent in writing with proper spelling, grammar, and punctuation, considering that they are also able as well as proficient at exchanging words with other people verbally so that they can practice both when communicating. Thus, as the student aides' work circulates in everyday office-to-office interactions, they perform proficiently in verbal or written communication, as they are proficient in both modes of communication. Also, it can be realized that student aides must possess those skills.

The results can be related to the study of Gaurav [6], as student aides possess competency in communication skills, and he states that effective communication has significance in everyday life, particularly in an office, because it incorporates several elements that must be considered when speaking, including conveying the message effectively and carefully selected words. Moreover, the

context mastery of English grammar significantly contributes to students' development of acceptable speaking and writing abilities, which influences their writing and speaking abilities [7].

3. Technical Skills

Table 3 displays the administrative skills of student aides in terms of technical skills. Rank first in the indicator was I know how to operate a printer and photocopying machine (3.84), and ranked last is the indicator I am proficient in graphic design using Adobe Photoshop or Premier PRO, Canvas, and other applications (3.27), interpreted as competent.

Table 3. Administrative Skills of Student Aides in terms of Technical Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
I am proficient in creating a PowerPoint presentation using Microsoft PowerPoint, Canva, and other software.	3.39	Competent	4
I can organize data and other information into tables and quickly calculate numbers through Google Sheets and Excel.	3.17	Competent	5
I can effectively use word processing programs such as Microsoft Word, WPS, Google Docs, and other applications to create and format documents such as resumes, cover letters, and reports.	3.43	Competent	2.5
I am proficient in graphic design using Adobe Photoshop or Premier Pro, Canvas, and other applications.	3.07	Competent	8
I know how to operate a printer and photocopying machine.	3.48	Competent	1
I can easily set up a projector	3.10	Competent	7
I can navigate an operating system such as Windows or MacOS for opening and closing.			
Programs, saving and retrieving files, and customizing settings.	3.11	Competent	6
I can create and insert tables in Word documents	3.43	Competent	2.5
Average Weighted Mean	3.27	Competent	

The data revealed that the majority of the respondents are more competent in operating a printer and a photocopying machine, as this is one of the duties that some student aides do rather than creating a graphic design. About the personal profile of the respondents, most of the student aides are in the BSOA program, which may be the reason why creating a graphic design became the lowest in rank as they do not mostly get involved in using Adobe Photoshop or duties that some student aides do rather than creating a graphic design. About the personal profile of the respondents, most of the student aides are in the BSOA program, which may be the reason why creating a graphic design became the lowest in rank as they do not mostly get involved in using Adobe Photoshop or Premier Pro compared to the other program that is more exposed in graphic designing.

This result implies that student aides are more competent in basic technical tasks such as printing and photocopying of papers, as they are more exposed to doing these as they usually assist in administrative tasks that require printing and copying documents. Also, it can be noticed that the respondents are competent in operating word processing programs, as this is a common task they perform as students in their academic activities.

This relates to the study of Inarda et al. [8], wherein their study revealed that office personnel have basic skills in operating a computer and its program, as one of the basic requirements in an office nowadays is being literate in a computer program. This suggests that the skills most

commonly used in their role are related to essential office functions rather than advanced software applications.

4. Human Relation Skills

Table 4 presents the administrative skills of student aides in terms of human relations skills. The following indicators are interpreted as highly competent: I can demonstrate respect for my co-student aides, staff, other employees, and head of office opinions and values with a weighted mean of 3.72, rank first, and I refused to initiate or circulate harmful humor with a weighted mean of 3.47, rank last.

The results indicate that the student aides are more competent in demonstrating good manners and respect towards office staff and fellow student aides. This is because they refuse to initiate or spread harmful gossip in the workplace. Their behavior reflects positive values during office hours, promoting patience and kindness towards both office staff and their peers.

Table 4. Administration Skills of Student Aides in Terms of Human Relation Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
I can promote patience, kindness, and respect for others.	3.70	Highly Competent	2
I can make myself available to all the staff, head of office, and students.	3.64	Highly Competent	3
I refused to initiate or circulate harmful humor.	3.47	Competent	8
I can communicate with fellow students, staff, other employees, and the head of employees confidently.	3.55	Highly Competent	5
I can collaborate and work with my co-student aides, classmates, staff, other employees, and the head of the office.	3.59	Highly Competent	4
I have a close relationship with my fellow students, staff, other employees, and the head of the office.	3.53	Highly Competent	7
I am comfortable approaching my fellow students, staff, other employees, and the head of the office for help or guidance.	3.54	Highly Competent	6
I can demonstrate respect for my co-student aides, staff, other employees, and head of office opinions and values.	3.72	Highly Competent	1
Average Weighted Mean	3.59	Highly Competent	

Therefore, it implies they are more competent in implementing good manners and respect. This is important in a working environment to have morale and respect for office workers to increase collaboration and have a friendly environment by providing them the attention they need when it comes to asking for help and other matters, and by listening to their opinions and other circumstances especially when some of the office staffs are asking for guidance.

This study supported by Lee et al. [9], which organizational research has revealed that sociocultural factors can influence Individual willingness to speak up, while distinctive cultures may create workplace norms, which can then influence an employee's willingness to express an opinion.

B. Summary of the Administrative Skills of Student Aides in CSPC

Table 5 reveals that out of the four variables conducted in this study, ranked one in the administrative skills of student aides is human relations with an average score of 3.59, interpreted as highly competent, and ranked last is the technical skills with an average score of 3.27, interpreted as competent.

The data shows that the majority of the respondents are highly competent in human relations, as they constantly interact with their co-student aides, staff, other employees, and heads of office on a daily basis. Also, as they are often involved in person-to-person interaction, it can be assured that they enhance their skills more and perform their duty competently.

Table 5. Administrative Skills of Student Aides

Variable	Average Weighted Mean	Verbal Interpretation	Rank
Records Management	3.39	Competent	2
Communication Skill	3.33	Competent	3
Technical Skill	3.27	Competent	4
Human Relation	3.59	Highly Competent	1

This implies that student aides are great at building and maintaining relationships, which is essential in providing support and assistance to various individuals within the office environment. It can be advantageous skills that must have, especially in office-related work, for example, student aides carry the duty that mostly coordinating with other people from different offices, may it be in high positions or ordinary people, that the said skills must be executed.

The above findings can be linked to the study conducted by Tantua and Akere [10], wherein they highlighted the importance of human relations in a workplace as it creates and sustains stronger relationships within the teams and a healthy work environment, which therefore improves the productivity of the teams.

C. The Factors Limiting the Proficiency of Student Aides in CSPC

This section presents the factors limiting the proficiency of student aides in CSPC in terms of records management, communication skills, technical skills, and human relations.

1. Records Management

Table 6 displays the factors limiting the proficiency of student aides in terms of Records Management. Table 6 revealed that out of all the indicators in the factors limiting the proficiency in terms of records management of the respondents, I am advised only to facilitate log booking, ranked first with a weighted mean of 2.45, and ranked last was the I do not have that interest in arranging files and documents.

Table 6. Factors Limiting the Proficiency of Student Aides in Terms of Records Management

Indicators	Weighted Mean	Verbal Interpretation	Rank
I do not perform record-keeping, filing, organizing, and storing in the office.	2.20	Disagree	6
I am advised only to facilitate log booking.	2.45	Disagree	1
I do not have hands-on experience in clerical tasks/filing.	2.25	Disagree	5
I have insufficient familiarity with filing systems and their rules.	2.34	Disagree	3
I have insufficient familiarization with organizing e-documents	2.38	Disagree	2
I have difficulty performing filing activities.	2.18	Disagree	7
I am only limited in managing papers from the office that need to be signed.	2.33	Disagree	4
I do not have that interest in arranging files and documents.	1.98	Disagree	8
Average Weighted Mean	2.26	Disagree	

As all the indicators got the same interpretation as disagree, the highest rank among all indicators can still be considered one factor limiting the student aides' competency in performing some of the records management tasks. It can still affect them in performing the related duties in the office assignment, given that they are competent regarding records.

It can be implied that when performing other records management tasks, student aides' skills may need to be improved by only being advised on log booking. With that, they are given a chance to perform other tasks, mostly concerned with managing and handling the documents that are important, like the records office, to practice their skills and flourish more. Additionally, it can benefit the future application of what they have built and enhanced from being a student aide.

The result asserts that the student aides are competent regarding records management skills but only perform log bookings in the office. This is in contrast to the study of Olatunde [11], wherein he claims that secretaries need skills in word processing, database management, and computer-assisted retrieval for effective secretarial job performance in public universities in Nigeria.

2. Communication

Table 7 shows the factors limiting the proficiency of student aides in terms of Communication Skills. Table 7 revealed that out of all the indicators in the factors limiting the proficiency in terms of verbal communication of the respondents, ranked first was I do not get involved during the conversation of the staff in the office (2.43). Ranked last was I have difficulty comprehending instructions given to me by the staff and head of the office (2.09).

All indicators, although interpreted as disagreeing in terms of factors limiting the student aides' verbal communication, it can be said that the highest rank is still one of the factors that may affect their competency in carrying out the skill for the reason that they are competent enough to have conversations with other people confidently.

Table 7. Factors Limiting the Proficiency of Student Aides in Terms of Communication Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
Verbal Communication			
I have difficulty comprehending instructions given to me by the staff and head of office.	2.09	Disagree	4
I hesitate to converse with the staff in the office.	2.10	Disagree	3
I have a hard time relaying what I want to say when speaking with my co-student aides, staff, and clients.	2.13	Disagree	2
I do not get involved in the conversation with the staff in the office.	2.43	Disagree	1
Average Weighted Mean	2.19	Disagree	
Written Communication			
I am more involved in the discussion verbally than in written form.	2.86	Agree	2
I am not requested to craft written communication by the staff for the office.	2.77	Agree	3
I am more involved in relaying communication papers to other offices.	2.96	Agree	1
I do not have practical experience in written communication.	2.42	Disagree	4
Average Weighted Mean	2.75	Agree	
Total Weighted Average	2.47	Disagree	

Thus, this indicates that students may only sometimes get along with the staff and co-student aides in the office where they work, and they do not practice their skills as they are exposed to office-to-office interactions on everyday duty and even inside the office. So, commitment to socialization

with the person inside and outside the office could be exemplary to attain and practice to enhance the skills from having a hard time relaying thoughts into being a good speaker and communicator.

In written communication, the result came out that the majority of the indicators got interpreted as agree and this goes to show that despite their proficiency, there are still factors that limit them in performing related tasks in the office, which does not conform with their competency in written communication skills that they are competent.

Therefore, it implies that the given factors limit their skills, as they can be recognized as a good communicator. However, about their written communication skills, it can be said that they do not practice their respective skills inside the office where they work, which can be the reason that they agreed to the given factors. With that, the student aides might have to get involved in related practices that can help them and give them beneficial experience, especially for future utilization.

This can be linked to the study of Bora [12], in which it was revealed that there are factors that limit the proficiency of the student's aide, especially in writing, that they are not assigned to other tasks that may give them a chance to practice their skills, wherein they can be considered vital, and as he stated, communicating effectively is one of the most sought-after in any line of employment, and may it be verbal or written, communication abilities allow one to represent oneself and attain excellence reasonably. Specifically, writing enables the learners to be more eloquent, concise, and elegant than their actual speech, which results will eventually help in effective oral communication skills development.

3. Technical Skills

Table 8 shows the factors limiting the proficiency of student aides in terms of technical skills. Table 8 reveals that out of all the indicators limiting the proficiency of the respondents in terms of technical skills, ranked first was there are insufficient computers in our offices with a weighted mean of 2.29. I do not have an interest in learning technical-related stuff, ranked last with an average weighted mean of 2.04 and a verbal interpretation of Disagree.

Table 8. Factors Limiting the Proficiency of Student Aides in Terms of Technical Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
There are insufficient computers in our office.	2.29	Disagree	1
I have difficulty learning how to operate a computer without the help of the staff.	2.10	Disagree	3.5
I have difficulty using a printer without the help of the staff	2.10	Disagree	3.5
I do not know how to use Microsoft Excel or Spreadsheets.	2.05	Disagree	5
I do not know how to use word processing programs such as Microsoft Word, WPS, Google Docs, and other applications.	1.88	Disagree	7
I do not know how to set up a projector	2.13	Disagree	2
I do not have an interest in learning technical-related stuff.	1.76	Disagree	8
My duty is only limited to using photocopying machines.	1.98	Disagree	6
Average Weighted Mean	2.04	Disagree	

This means that although the interpretation of the indicators is all disagree, one of the factors that got the highest rank in the factors that limit the respondents' administrative skills in terms of technical skills is the insufficiency of computers in their assigned offices, which may be the reason

why student aides have a difficulty operating a computer without the help of the staff, which ranked third to its factors.

This indicates that student aides' technical skills may be hindered by a lack of access to necessary technology in their work environment. Improving access to computers could enhance their abilities and make them more proficient in operating computers independently.

The findings of this study are similar to the study of Libo-on et al. [13], wherein the results revealed that most participants are considered beginners because they have limited knowledge of personal computer operation, specifically in MS Excel, MS PowerPoint, and Internet and email, and their advanced level in MS Word because of the limited computer in their place.

4. Human relations

Table 9 shows the factors limiting the proficiency of student aides in terms of human relations. Table 9 presents that out of all the indicators limiting the proficiency of the respondents in terms of human relations ranked first was I hesitate to ask for help from my co-students, staff, employees, and head of office, with a weighted mean of 2.25 and, I do not have good relationships with some of my co-student aides, employees, and head of office with a weighted mean of 1.98, ranked last. With an average score of 2.08 and a verbal interpretation of Disagree.

Table 9. Factors Limiting the Proficiency of Student Aides in Terms of Human Relations

Indicators	Weighted Mean	Verbal Interpretation	Rank
I hesitate to ask for help from my co-students, staff, employees, and head of office.	2.25	Disagree	1
I have not yet received personal feedback and praise from staff, employees, and the head of the office.	2.07	Disagree	4
I do not have the ability to resolve conflict and misunderstanding.	2.01	Disagree	7
I do not have good relationships with some of my co-student aides, employees, and head of the office.	1.98	Disagree	8
I am not confident in getting along with the staff, employees, and head of office.	2.13	Disagree	2
I am not that confident and comfortable to interact with the client.	2.10	Disagree	3
I do not know how to take concerns from clients.	2.04	Disagree	5
I am not comfortable taking opinions and favors from other people like my co-student aides, employees, staff, and head of the office.	2.03	Disagree	6
Average Weighted Mean	2.08	Disagree	

As a result, the highest rank indicators that limit the proficiency of the student aides in terms of human relations is hesitating to ask for help from co-student aides, staff, employees, and the head of office because they do not have good relationships with some of the student aides, staff, employees and head of the office and they also not confident to get along with the office staffs, it goes to show the student aides appears to be less likely to ask for assistance from other student aides and office staffs may be because they are shy. They needed the satisfactory assistance they expected when they asked for help.

Therefore, it implies that the working environment must build trust and confidence in asking for help from all co-student aides and office staff to create a better working environment. This matter will not affect their proficiency in the working environment between student aides and office

staff. They may be able to effectively perform their tasks as they have trust and confidence in asking for help from co-student aides as well as office staff.

This can be linked to the study of O'Donovan & McAuliffe [14], in which they claimed that team members do not want to criticize others, which would make it harder to speak up about disagreement. Some of the team members were hesitant to ask for help from the team members because of fear of being dismissed. However, all the younger team members felt confident asking for assistance.

D. Summary of the Factors Limiting the Proficiency of Student Aides

Table 10 reveals that out of the four variables conducted in this study, ranked one in the factors limiting the administrative skills of student aides is Communication skills with an average weighted mean of 2.47, interpreted as Disagree, and ranked last is the Human Relation with an average weighted mean of 2.08, interpreted as Disagree.

Table 10. Factors Limiting the Proficiency of Student Aides

Variable	Average Weighted Mean	Verbal Interpretation	Rank
Records Management	2.26	Disagree	2
Communication Skill	2.47	Disagree	1
Technical Skill	2.04	Disagree	3
Human Relations	2.08	Disagree	4

The data shows that the majority of the respondents Disagree with Communication skills. However, it may still be viewed as a factor that can limit the overall communication skills of the student aides as they appear as the highest in the rank and they have difficulties in expressing their thoughts and ideas in communicating with co-student aides, staff, members, and clients. Human relations rank last because the respondents sometimes hesitate when it comes to asking for help. This could be due to a lack of trust and confidence with people in different positions in the workplace.

This implies that the student aides may feel uncomfortable communicating with co-student aides and office staff because it may be difficult for them to express their thoughts and ideas in front of them. It would be recommended to encourage them to communicate more actively through face-to-face discussion or even online communication, especially in their workplace.

This is supported by Bella [15], in which he stated that an environment of open communication, trust, and cooperation can be helpful for organizations. Investing in team-building exercises, providing opportunities for cross-functional cooperation, and providing interpersonal skills training courses can help to create an environment that is favorable to the development of excellent working relationships.

Conclusion

The study concludes that the student aides in CSPC possess administrative skills which are highly competent in human relations and competent on the three administrative skills namely records management, communication, and technical. This suggests that student aides carry out administrative skills and are competent in performing their office-related duties.

The study of the factors limiting the proficiency of student aides primarily determines limiting factors in which communication appeared as the highest in the rank and as the determined highest

contributing factor. This suggests that there are practices that do not stretch out their skills while performing their duties and can compromise the enhancement of administrative skills and lead to the proficiency of the student aides. This also highlights the need for a reformation program.

Recommendation

Based on the conclusion drawn, the researchers advise the Human Resource Management Office to support the student aides to further enhance their administrative skills by conducting a training program that tackles enhancing the administrative skills of student aides and emphasizes the importance of record keeping and organizational skills, including technical proficiency that covers essential software and tools, and to foster effective communication, teamwork, and collaboration, allowing student aides to develop their interpersonal skills. This recommendation will be beneficial for all the student aides to perform their tasks competently and to achieve quality performance.

Based on the conclusion, the researchers suggest that the respected and concerned office assigns the student aides to other tasks that encompass the following administrative skills: records, communication, technical, and human relations. This action can provide an essential experience for the students to perform other related tasks that can directly impact their skills to improve more and continually commit competency.

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