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Skills and Competencies of Graduating Office Administration Students in a State University

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Abstract
The primary objective of this research was to determine the developed skills and acquired competencies of the whole population of graduating office administration students in a state university. This study used a Quantitative-Descriptive Research Design. Moreover, the Lawshe criterion method was used to validate the questionnaire and Cronbach Alpha for reliability. However, the mean, standard deviation, frequency, and percentage were used to interpret the data-gathering results. General Weighted Average (GWA) was classified as the respondents' profile. This study reveals that most respondents have attained an average of 80- 89, considered "Good" and "Very Good." As a result, respondents have developed more skills in interpersonal which obtained the highest mean of 3.37. In competencies, respondents acquired more competency in computer literacy, which obtained the highest mean of 3.45. The overall results of this study present that the respondent, the graduating office administration students, obtained the highest mean of 3.27 in developed skills and 3.23 in acquired competencies.
Keywords: *Communication Skill, Competencies, Computer Literacy, Intellectual Skill, Interpersonal Skill, Logical and Critical Thinking, Personal skill, Quantitative Reasoning, Skill learning,*

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I. INTRODUCTION

Skills and competencies are sets of knowledge that students develop and apply to achieve success in their living, and working. When confronted with unfamiliar or challenging situations, students apply and develop competencies. Skills and competencies assist students in creating based on what they know, how they think, and what they can do. The Bachelor of Office Administration focuses on developing non-professional knowledge, intellectual skills, personal skills, and interpersonal and communication skills. A good foundation of general education, although not an end in itself, is one way of helping students become broad minded individual out logical thinking, and undertaking critical analysis. This foundation will enable students to make decisions in the larger context of society and to exercise good judgment and professional competence. To interact with diverse groups of people and to think globally. Moreover, to begin the process of professional growth. Thus, acquiring these skills is more important than how they are learned (CHED Memorandum, 2017) [8].

Internationalization has become a trend of higher education development worldwide as the globalized world is increasingly distinguished as economic, political, cultural, and educational inter-connectivity and communication. In this context, it is necessary to deepen the international and global connectivity of higher education and its graduates and develop global citizenship for all students (Moskal & Schweisfurt, 2018) [34]. Thus, university students are expected to develop intercultural competence to successfully interact with diverse peers and professors and maximize their collegiate experience (Griffith et al., 2016) [16]. Many studies have explored aspects of education that are essential to every student's enhancing skills and competencies, enabling them to be flexible and competitive, ultimately leading to higher performance in the future. Through adaptability and change, these studies continue to generate up to the present that occurs in various ways and is dealt with in many different ways. Performance in the workplace is influenced by a professional's skill, competency, and viewpoint (McClure, 2022) [31].

However, there is still an existing gap between the skills of graduates and the competencies acquired during their stay in college, and often, work requirement still needs to meet with these skills. Despite the essentiality of competency and skill development among individuals, many countries, specifically developing countries, are confronted with the challenge of university graduates needing more skills development and future employability competency for changing industry demands. There is a lot of controversy and uncertainty about changes in the curriculum. This is, in part, due to the various interpretations, meanings, emphasis, and approaches that the scholars of curriculum studies embark upon (Raquel et al., 2019)[38].

Based on the above mentioned gap, the researchers will determine the skills and competencies of

graduating BSOA students in a State University. In conducting this study, students will know what skills they already possessed and what developed would help them in the future. In addition, through this study, they will be able to distinguish students' competencies in the specific areas or skills they have. Furthermore, through this study, graduating students, as well as the State University, will have some guidance in which area they should add more efficient teaching and attention without losing sight of other areas. Knowing the skills and competencies of graduating students is crucial because it would greatly benefit them when they look and apply for a job. Researchers carried out some possible outcomes of this study, such as in what areas graduating students are more competent than what skills they have developed they think would greatly help them in their future employment.

II. REVIEW OF RELATED LITERATURE AND STUDIES

2.1 Communication Skills

Another task-based method for improving the student's communication skills is through implementing exercises for critical thinking. These exercises can be done verbally or in written assignments, which will give students the opportunity to answer questions in a creative manner by using their own words and expressions (Bowen, 2020)[6].

In addition to improved communication skills, students will have the confidence and knowledge to get a good job and perform well in interviews (Hall & Montrogomy, 2019) [19]. Fortunately, there are some straightforward tips that anyone can use to help them on the road to clear, effective communication. Whether addressing a large crowd, talking on the phone, or working with a client one-on-one, mastering these skills will lead to becoming a better communicator (Taylor, 2020) [46].

Communication skills involve listening, speaking, observing, and empathizing. It is also helpful to understand the differences in how to communicate through personal interactions, phone conversations, and other digital communications like email and social media (Northup, 2023)[36]. Communication skills are fundamental life skills required for a greater understanding the certain information. It can be performed vocally, visually, non-verbally, and through written media. All these are means of communication and essential soft skills required for a successful career (Touthang, 2022)[49].

2.2 Competency

Competencies are the applied skills and knowledge that enable people to perform successfully in professional, educational, and other life contexts (Gosselin, 2020)[15]. Competence means the ability to do something well. It can perform a task or job effectively. It is straightforward and also transparent. Being competent on a task or job means that have some ways of thinking or behaving that matter for performance on that task. The concept of competence reaches into the lives of everybody, pervading our thinking about these developing people of all ages. From new babes to becoming weathered professionals. We find it in the modern human resources departments in our workplace and innovative schools experimenting with competency-based education (Sieck, 2021)[41].

2.3 Computer Literacy

Communicating, studying, working, learning, travelling, entertaining, and even sleeping, almost every aspect of our lives involves using a computing device to ease, track or observe a given process (Ivanov & Vaino, 2018)[20]. Acquiring computer literacy would enhance the learning process for students manifold. In order to be futuristic, students need to acquire computer literacy (Vishwaroop, 2022)[51]. There was once when computer skills were an optional skill set. Computer literacy is mandatory for success in school, the job force, and everyday life (MathGenie, 2018)[29].

To ensure one has a grasp of basic computer literacy, ensure that he is capable of the following: first, turning a computer on and off, using an operating system, operating software applications, using the internet, and navigating a computer using menus and search functionality (Leonard,2019)[26]. Accordingly, computer competency is a process whereby a student demonstrates his ability to perform school-level essential computing work. In order to prove basic computer competence, a student must demonstrate proficiency in Microsoft Word, Excel, PowerPoint, and basic computing (Cadiz-Gabejan & Takenaka, 2021)[7].

2.4 Intellectual Skills

According to the first approach, intellectual skills are one of the indicators of intellectual development, and second, intellectual skills are considered a means of acquiring knowledge independently. It is possible to develop students 'intellectual skills by enhancing their knowledge by analyzing, synthesizing, summarizing, abstracting, and refining them (Shahnoza, 2019) [40].

Intelligence is a general cognitive ability integrating more than 80 different but related abilities. The mainstream definition states that intelligence is a general mental ability for reasoning, planning, solving problems, thinking abstractly, comprehending complex ideas, and learning. Intellectual abilities are measured by

standardized tests showing highly reliable and valid indices. Intelligence is a highly stable psychologic trait, but different abilities change following disparate trends across the lifespan (Colom, 2020) [10].

2.5 Interpersonal Skills

Interpersonal skills include verbal and nonverbal communication, handling conflict, teamwork, empathy, listening, and having an optimistic attitude. Being flexible and positive, able to listen, and communicating well are essential criteria for success at work (Doyle, 2022) [11].

The course provided several advantages beyond technical evaluation expertise, including the usage and awareness of crucial interpersonal skills, growing insight into their community and its people, growth of professional self-confidence, and kindling of interest in the field of evaluation (Warner, 2020) [52]. Confirmatory Factor Analysis also supported the three- factor structure of the Interpersonal Skills Scale. Furthermore, the scale was found to have high internal consistency reliability. The results are discussed in light of factorial structure in the Pakistani cultural context (Zahra et al., 2021) [58].

2.6 Logical and Critical Thinking

Critical thinking has been recognized as one of the essential thinking skills and one of the most important indicators of student learning quality. To develop successful critical thinkers, it must incorporate the curriculum content and teaching approaches and be sequenced at all grade levels (Alsaleh, 2020)[3]. In research such as Latif et al. (2018), Critical thinking involves a complex deliberation process involving a wide range of skills and attitudes. It is the art of analyzing and evaluating thinking to improve it [25]. Understanding and adopting critical thinking in studying can also help the students use the knowledge they have learned in the classroom. The practicality will improve their skills in getting their points across of knowledge more efficiently and also in guiding them on how to get their points more easily (Altunkaya & Ates, 2018) [4].

Logical thinking pertains to the ability to reason out an issue after observing and analyzing it from all angles. It can then form a conclusion that makes the most sense, and Logical Thinking skills enable it to present justification for the actions taken, the strategies used, and the decisions made (Kolmar, 2022)[23]. The student's logical and critical thinking abilities assessment can be used in various contexts. Hence students need to understand how logical and critical thinking skills analysis works (Kaplan, 2023)[21].

2.7 Personal Skills

Creativity enables us to cope with uncertainty, challenge perceptions, and make positive changes in the world. Creativity is what drives innovation and progress (Tomaszewski, 2023)[47]. In a world which constantly changing, it is important to have the ability to think creatively. Whether trying to solve a problem at work, coming up with a new idea for the business, or wanting to be more open-minded, creative thinkers can help find new and innovative solutions (Mehta, 2023) [33].

21st-Century skill allows every student to embrace their inner strengths, from significant planning to systematic organization. They learn about their creativity and how to express it healthily and productively. More importantly, they are motivated to share their creativity with others (Kettler et al., 2018) [24]. In developing personal skills, the various factors are recognizing one's job duties and responsibilities, managing work and monitoring progress, planning and organizing tasks and activities, improving learning and performance, evaluating performance, and presenting the outcomes and products (Kapur, 2020)[22]. Each of us has personal qualities and skills that help us in our lives, so it is a matter of motivation to translate them into work ethics (Ali, 2021)[1].

2.8 Quantitative Reasoning

Quantitative reasoning plays a vital role in the problem-solving process. This skill ensures that understanding a problem will be more effective and the problem-solving process will be more productive (Muzaini et al., 2019)[34]. Working and studying quantitative reasoning can help students find solutions to their problems concerning professional or academic grounds and answers to problems in their lives. Quantitative reasoning can assist you in getting the best interpretation. It is also vital to understand that interpretation is essential (White, 2019)[55]. Numeracy includes understanding how quantitative information is gathered, represented, and correctly interpreted using graphs, charts, tables, and diagrams (Insight Assessment, 2023)[56].

Quantitative reasoning is an essential skill in our data-driven world. We all need to be able to analyze, interpret, and evaluate numerical information to make wise and well-supported decisions in our personal lives, the workplace, and society. At Santa Clara, students engage in quantitative reasoning in the Core Curriculum, and many apply these skills to real-world contexts in their majors. National survey data show that SCU seniors use quantitative reasoning skills more frequently than their peers in other universities (NSSE, 2018)[36].

2.9 Skill

Skill is a word that includes the knowledge, abilities, and competencies of a person in performing operational tasks. Also, it is developed through the life and work experiences of an individual which can also be learned by studying. Moreover, there are different types of skills, based on dexterity, intelligence and physical abilities, there some types of skills that are accessible or easier for a certain individual compare to the other one (Johns, 2023)[18]. Most jobs require multiple skills; likewise, some skills will be more beneficial for certain professions than others (Indeed Editorial Team, 2021) [54].

Learning and mastering a skill involves more than just a theoretical understanding of facts and or concepts. Though we sometimes use the terms 'skill' and 'competence' interchangeably, there is a big difference. In short, competence combines skills, knowledge, and personality traits. A skill is, therefore, one of the three elements that make up competence (Van Echtelt, 2018) [50]. They value that a derivative attribute of the experience is empathy towards those quite different from oneself. However, often they would not label these as skills (Groves, 2019) [17]. Soft skill is a non- technical skill less rooted in specific vocations. An example of a complex skill is computer programming or proficiency in a foreign language, whereas a soft skill may be time management or verbal communication (McNiell, 2023)[32].

III. Research Methodology

This chapter will present the research design, the study's respondents, the sampling technique, the locale of the study, the research instrument, the validity and reliability of the data-gathering procedure, Statistical Treatment, and Ethical Considerations.

3.1 Research Design

This study examined and determined the developed skills and competencies of graduating office administration students at Carlos Hilado Memorial State University. With the nature of the problem of the study, the quantitative descriptive design was utilized.

Quantitative descriptive describes the subject's individuals, events, and conditions without manipulation (Siedlecki, 2020)[42]. It is the most appropriate design in this study since it aims to determine the developed skills and acquired competencies of the respondents by using a researchers-made questionnaire that includes indicators that help to assess the conditions of every respondent under the certain variables provided by this study. Using this design, the researchers could elaborate and describe the result of this study.

3.2 Locale of the Study

This study was conducted at Carlos Hilado Memorial State University for the Bachelor of Science in Office Administration Program at Brgy. Estefania, Bacolod City.

Carlos Hilado Memorial State University (ISO 9001:2015 Certified), formerly Paglaum State College, is a public educational institution that aims to provide higher technological, professional, and vocational instruction and training in science, agriculture, and industrial fields as well as short-term or vocational courses. Commission on Higher Education (CHED) and by Republic Act No. 11336: Officially now Carlos Hilado Memorial State University. CHMSC's conversion goes hand-in-hand with Republic Act 10931, or the Free College Education Act, to improve access to and the quality of public education in Bacolod City and Negros Occidental.

3.3 Respondents of the Study

The study's respondents were the 61 graduating Office Administration students as of the 2022-2023 academic years.

3.4 Research Instrument

The researchers used a researcher-made questionnaire in gathering the required data for the study in Skills and competencies of Graduating Office Administration Students.

Part I of the research instruments used was about the respondents' name (optional) profile and General Weighted Average (GWA). Part II will be the questionnaires proper, wherein the participants were asked to assess their skills during formative assessment. The respondents were given four (4) numerical ratings, 4 for always to 1 for almost never. Part III will be the questionnaires proper, wherein the participants will be asked to assess their competencies during formative assessment. The respondents were given four (4) numerical ratings to choose from, 1 for always to 4 for almost never.

Furthermore, the guide that was shown below was used by the graduating office administration students as the respondents in answering each question:

Part II questionnaire (Level of developed Skills):

Scale	Verbal Interpretation	Description
4	Always	Very High Level
3	Sometimes	High Level
2	Seldom	Low Level
1	Almost Never	Very Low Level

Part III questionnaire (Level of acquired Competencies):

Scale	Verbal Interpretation	Description
4	Always	Very High Level
3	Sometimes	High Level
2	Seldom	Low Level
1	Almost Never	Very Low Level

Validity means that a test or instrument accurately measures what it has supposed to. Validity refers to the ability of a device to measure what it intends to measure (Swanson, 2014)[44]. Content validity pertains to the extent to which the items on a test are representative of the entire domain which the test seeks to measure (Markus & Smith,2010)[28]. It is most often measured by relying on the knowledge of people familiar with the measured construct. Moreover, the researchers presented the instrument to the research adviser. The researcher considered suggestions from the jury and the research adviser when revising the research instrument.

To ensure the instrument's validity, the researchers will present the questionnaire to the respective jurors who were experts in the field for content validation. In this study, the researcher presented the questionnaire to the ten (10) jurors for validation purposes, and a Lawshe criterion method was used to evaluate the research questionnaire's relevance to the study's objective. In order to consider relevant, the Content Validity Index (CVI) value of the overall instrument must be higher than the Content Validity Ratio (CVR) value. The CVR for the ten jurors was 0.8. The computed CVI value was 0.88. This indicates that the research instrument was a relevant questionnaire to the study's objective. The suggestions from the jurors were followed in revising and evaluating the research instrument.

Reliability is the degree which a measurement instrument gives the same result each time it is used, assuming that the underlying thing being measured does not change (Crossman, 2019)[9]. After the instrument validation, the researchers proceeded to establish its reliability. To determine the reliability index of the instrument, the researchers utilized thirty-eight (38) students of Graduating Office Administration in Silay Institute Inc. who are not part of the study's respondents. To test the reliability of the research questionnaire, the researchers will use Cronbach's Alpha method.

Cronbach's Alpha is a measure to evaluate the reliability or internal consistency of a test item or a set of scales. The reliability of any given measurement pertains to the extent of which it is a consistent measure of a concept. It is one way of measuring the strength of the consistency. Cronbach Alpha is computed by correlating the score of each scale item with the total score for each observation and then comparing that to the variance for all individual item scores. It can also be defined as a function of the number of each item in a test, the average covariance between pairs of items, and the variance of the total score (Goforth, 2015)[14].

To be reliable, the test value must be 0.70 to 1. In this study, the computed value was 0.937. This indicated that the research instrument was "very high reliability."

3.5 Data Gathering Procedure

The researchers elaborated on the purpose of the study to the respondents and clarified why the researchers conducted the study. The researchers also gave instructions on achieving the questionnaire objectively and gave responses justly and honestly. The response of the respondents served as the basis of the researchers in determining the level of skills and competencies. The respondents assured that the study was solely for the study and guaranteed that the information collected was confidential and private. The researchers gathered the questionnaires and the answers from the respondents. Test questionnaires were checked. The researchers tallied the surveyed data and computed the mean score and standard deviation of the respondent's results in the study. Afterwards, the data were analyzed.

3.6 Data Analysis Procedure

Numerous Statistical tools were utilized in the analysis of data in order to answer the objectives of the study:

In obtaining the mean scores and in interpreting, the following guide was used:

Mean Score Range	Verbal Interpretation	Description
3.51 – 4.00	Very High Level	Always
2.51 – 3.50	High Level	Sometimes
1.51 – 2.50	Low Level	Seldom
1.00 – 1.50	Very Low Level	Almost Never

3.7 Ethical Considerations

The ethical consideration followed in the study is free will to participate in informed consent. They have been asked to fill out a particular consent form. This form includes information regarding the motive of the study and what participation entails. Apart from this, complete freedom is assigned to them regarding their participation in the study process (Smythe, 2020)[45]. Furthermore, the authority provided by asking the question also helps ensure the efficiency and accuracy of the research. Therefore, the researcher respected everyone's decision about whether they wanted to participate in the study. Other critical ethical considerations adopted in the research are privacy, confidentiality, and anonymity. These guided the study in the accomplishment of its objective. The researcher is more focused on confidentiality and privacy. This is because these are the foremost and prior considerations of the researcher.

IV. Presentation, Analysis, and Interpretation of Data

4.1 Profile of Graduating Students Bachelor of Science in Office Administration

Table 4.1.1 Profile of Graduating Students Bachelor of Science in Office Administration

Variable		Frequency	Percentage
GWA	80-89	33	54.1
		90-9428	45.9
		Total61	100.0

Note: 95-100 Excellence 90-94 Superior 85-89 Very Good 80-84 Good 75-79 Passing 70-74 Failed

The study's first objective is to determine the profile of respondents in terms of the following variable: General Weighted Average (GWA). As shown in Table 4.1.1, graduating office administration students with 80 to 89 averages are 54.1% or 33 students, and 90-94 average are 45.9% or 28 students. According to the Carlos Hilado Memorial State University grading system, 80 to 84 are considered *"Good,"* and 85 to 89 are *"Very Good."* It implies that most respondents, with an average of 80-89, are considered *"Good"* and *"Very Good."*

Table 4.1.2 Skills developed by the graduating office administration students.

Variables	Mean	SD	Interpretation
Intellectual Skills	3.25	.47455	High Level
Personal Skills	3.29	.45939	High Level
Interpersonal Skills	3.37	.46164	High Level
Communication Skills	3.19	.53298	High Level
Average	**3.27**	**.43395**	**High Level**

Note: 1.00–1.50 Very Low Level, 1.51–2.50 Low Level, 2.51–3.50 High Level, 3.51– 4.00 Very High Level

Table 4.1.2 summarizes the overall mean of each variable that affects the developed skills of the respondents as follows; for Intellectual Skills with a mean of 3.25, interpreted as *"High Level*," Personal Skills with a mean of 3.29, interpreted as *"High Level*," Interpersonal Skills the mean score was 3.37 interpreted as *"High Level*," and as to Communication Skills, the mean was 3.19, interpreted as *"High Level*." As a result, the area of skills that obtains the highest mean of 3.37, interpreted as *"High Level,"* is interpersonal skills. It indicates

that graduating office administration students have more interpersonal skills, in such a way that the result was interpreted as a high level of skills in certain conditions, like listening to others who may have a better method for accomplishing tasks compared to their own.

This study supports Doyle's (2022) discussion that interpersonal skills include verbal and nonverbal communication, handling conflict, empathy, teamwork, listening, and having an optimistic attitude. Through being flexible and positive, able to listen, and able to communicate well are essential criteria for success at work[12].

Moreover, the variable that obtained the lowest mean of 3.19 was communication skills. In the study, Bowen (2020) discussed the task-based method for improving student communication skills through the use of critical thinking exercises, which can be done verbally or through written assignments, including basic skills in composing and using a word in a text. This exercise allows students to answer questions creatively using their words and expressions. This implies that respondents have developed soft communication skills, including talking in front of a crowd, pronouncing, enunciating, and dictating words, even in various mediums[6].

Table 4.2.1 Skills developed in terms of Intellectual Skills

Indicators	Mean	SD	Interpretation
1.They can use abstract, logical, and consistent reasoning in every situation or judgement.	3.13	.46459	High Level
2. They can find the solution to the problems I face.	3.36	.60643	High Level
3. They are capable of solving new tasks with existing know-how.	3.21	.60868	High Level
4. They can adjust to new situations.	3.39	.58534	High Level
5. They can do the task independently without direct and comprehensive instructions.	3.16	.55318	High Level
Average	**3.25**	**.47455**	**High Level**

Note: 1.00–1.50 Very Low Level, 1.51–2.50 Low Level, 2.51–3.50 High Level, 3.51–4.00 Very High Level

Table 4.2.1 shows the mean of the following conditions that affect the respondents' intellectual skills. Intellectual skills obtained an average mean of 3.25, interpreted as "High Level." Item 1, "I can use abstract, logic, and consistent reasoning in every situation or judgment." got the lowest mean. In contrast, item no. 4, "I can adjust new situations." obtained the highest mean of 3.39, interpreted as "High Level." This implies that in intellectual skills graduating students have developed more skills in adjusting to a new situation.

This study supports Shahnoza (2019) that intellectual skills manifest in the ability to acquire new knowledge independently by adjusting to a new situation, self-awareness, and the development of appropriate thinking skills and abilities [40].

Table 4.2.2 Skills developed in terms of Personal Skills

Indicators	Mean	SD	Interpretation
1.They can make sense of ambiguous and complex problems.	3.08	.64018	High Level
2. They can objectivity weigh each possible solution's pros and cons when deciding.	3.16	.5825	High Level
3. When arguments become complex they can quickly escalate themselves and others.	3.11	.63504	High Level
4. The goals they set have clear expectations and standards for how to achieve them.	3.36	.57830	High Level
5. They are comfortable adapting to a new situation.	3.26	.57450	High Level
6. They can use their past experiences	3.45	.56491	High Level

to help in new and unfamiliar situations.

7. They look for more efficient ways to do things.	3.45	.59368	High Level
8. They plan to know what to work on the next day.	3.40	.55908	High Level
Average	**3.29**	**.45939**	**High Level**

Note: 1.00–1.50 Very Low Level, 1.51–2.50 Low Level, 2.51–3.50 High Level, 3.51–4.00 Very High Level

Table 2.2 revealed the data of skills in terms of personal. Personal skills obtained the average mean score of 3.29, interpreted as "High Level." Item no. 6 "I use my past experiences to help me in new and unfamiliar situations." And item no. 7 "I look for more efficient ways to do things." obtained the highest mean of 3.45, interpreted as "High Level," while item no. 1, "I can make sense out of ambiguous and complex problems." got the lowest mean. This indicates that graduating students have developed skills in using their past experiences in every new and unfamiliar situation and in looking for more efficient ways to do things.

This study agrees with Beghetto and Kaufman (2017) that a creative response demands unusual associations, insights, knowledge, and personal characteristics, such as independence of thought, openness to new experiences, flexibility, persistence, and imagination, among others, besides a psychological and social environment in which the original idea is stimulated, valued and acknowledged [5].

Table 4.2.3 Skills developed in terms of Interpersonal Skills.

Indicators	Mean	SD	Interpretation
1.They listen to others with a better method for accomplishing a task.	3.52	.56588	Very High Level
2.They assist a group of individuals in arriving at a mutually acceptable solution.	3.37	.61003	High Level
3.They work with a group of individuals to identify common goal.	3.40	.61582	High Level
4.They work with others to stimulate and promote personal and business growth.	3.31	.67184	High Level
5.They can easily communicate thoughts and ideas with others.	3.22	.55957	High Level
Average	**3.37**	**.46164**	**High Level**

Note: 1.00–1.50 Very Low Level, 1.51–2.50 Low Level, 2.51–3.50 High Level, 3.51–4.00 Very High Level

Table 4.2.3 presents the average mean of interpersonal skills, which is 3.37, interpreted as "High Level." Item no. 5, "I can easily communicate my thoughts and ideas with others." got the lowest mean. In contrast, item no. 1, "I listen to others who may have a better method for accomplishing a task." obtained the highest mean of 3.52, interpreted as "Very High Level." This implies that graduating students are skillful in listening to others who may have a better method for accomplishing tasks than their own.

Doyle (2022) discussed that interpersonal skills include verbal and nonverbal communication, handling conflict, teamwork, empathy, listening, and having an optimistic attitude. As to become Being flexible and positive, able to listen, and communicating well are essential criteria for success at work [12].

Table 4.2.4 Skills developed in terms of Communication Skills

Indicators	Mean	SD	Interpretation
1.They know the parts of proper email, memo, and business letter formatting.	3.27	.66159	High Level
2.They know basic spelling, grammar,	3.42	.56152	High Level
and punctations skills.			
3.They can pronounce, enunciate and dictate words in various mediums		3.32.59781	High Level
(paper, tablet, computer screen, etc)			

4.They can provide proper and nonverbal feedback (gestures).	3.29.58720	High Level
5.They can summarize the speaker's ideas by paraphrasing and asking questions.	3.08.66571	High Level
6.They are confident when talking in front of a crowd.	2.81.86618	High Level
7.They can immediately understand the whole thoughts of the statement.	3.14.60100	High Level
Average	**3.19.53298**	**High Level**

Data analysis in table 4.2.4 shows the communication skills of the graduating students with an average mean of 3.19, interpreted as "High Level." In this area, the item that obtained the lowest mean of 2.81 which item no. 6, "I am confident when talking in front of the crowd.". In contrast, item 2, "I know the basic spelling, grammar, and punctuation skills." got the highest mean of 3.42, interpreted as "High Level." This indicates that graduating students have developed more skills in basic spelling, grammar, and punctuation.

This study supports Bowen (2020), who discussed that the task-based method for improving student communication skills is through critical thinking exercises. These can be done verbally or through written assignments, including basic skills in composing and using a word in a text. This exercise allows students to answer questions creatively using their words and expressions [6].

Table 4.3.1 Competencies acquired by the graduating office administration students.

Areas	Mean	SD	Interpretation
Logical and Critical Thinking	3.31	.51179	High Level
Quantitative Reasoning	2.90	.61495	High Level
Computer Literacy	3.45	.47174	High Level
Average	**3.23**	**.46868**	**High Level**

Note: 1.00–1.50 Very Low Level, 1.51–2.50 Low Level, 2.51–3.50 High Level, 3.51–4.00 Very High Level

Table 4.3.1 presents the data on competencies acquired by graduating students; *Computer Literacy* obtained the highest mean of 3.45. On the other hand, *Quantitative skills* has lowest mean of 2.90. This implies that graduating students are more competent in computer literacy than others.

Furthermore, according to Vishwaroop (2022) discussed that computer literacy is the ability or knowledge to use computers efficiently and effectively. Acquiring computer literacy would enhance the learning process for students manifold. In order to be futuristic, students need to acquire computer literacy [51]**.**

Table 4.3.2 Competencies acquired in terms of Logical and Critical Thinking

Indicators	Mean	SD	Interpretation
1.They can use evidence to make Judgements.	3.31	.67184	High Level
2.The can use observations and experience to conclude.	3.36	.63332	High Level
3.They can evaluate, and use chosen evidence to develop an interpretation, judgment and strategic plan.	3.27	.60913	High Level
4.They can use chosen evidence to evaluate and interpret	3.13	.64486	High Level
5.They are open-minded and patient in taking the time to explore, discover and understand.	3.50	.53613	High Level
6.They have developed a more Focused and systematic way of thinking	3.32	.56925	High Level
7. They can explore the ideas and theories related to subject matter.	3.26.68073		High Level

Average	**3.31.51179**	**High Level**

Note: 1.00–1.50 Very Low Level, 1.51–2.50 Low Level, 2.51–3.50 High Level, 3.51–4.00 Very High Level

As shown in Table 4.3.2, the area of Logical and critical thinking affects the competencies of graduating students. The lowest mean of 3.13 is item no. 4 ". I can use chosen evidence to evaluate and interpret." Interpreted as "High Level,"and item no. 5, "I am open-minded and patient, taking the time to explore, discover, and understand." which gains the highest mean of 3.50, interpreted as "High Level." Table 4.1 implies that graduating students have gained more logical and critical thinking competencies by being open-minded and patient, taking the time to explore, discover, and understand a particular thing.

Latif et al. (2018) agree that Logical and Critical Thinking is essential to our life since it enhances one's ability to pay attention to and observe whatever we are working on [25]. In addition, this study also supports Kolmar (2022) that who also provides the ability to understand the things you have read or what has been shown to you. It is the foundation for building knowledge without incremental guidance [23].

Table 4.3.3 Competencies acquired in terms of Quantitative Reasoning

Indicators	Mean	SD	Interpretation
1.They can communicate and Interpret mathematical information, symbolically, visually, numerically, and verbally.	2.88	.68533	High Level
2.They can use arithmetic, algebraic, geometric and analytic methods to solve problems.	2.77	.80402	High Level
3.They can solve word problems using quantitative techniques and interpret the results.	2.93	.70401	High Level
4.They can judge the soundness and accuracy of conclusions derived from Quantitative information.	2.98	.67062	High Level
5.They can apply statistics to evaluate Claims and current literature.	2.93	.65495	High Level
Average	**2.90**	**.61495**	**High Level**

Note: 1.00–1.50 Very Low Level, 1.51–2.50 Low Level, 2.51–3.50 High Level, 3.51–4.00 Very High Level

Table 4.3.3 presents the data for quantitative reasoning of graduating students that affects their competencies, provided that the average mean of 2.90 is interpreted as "High Level." The item which has the lowest mean was item no. 2, "I can use arithmetic, algebraic, geometric, and analytic methods to solve problems.". In contrast, item no. 4, "I can judge the soundness and accuracy of conclusions derived from quantitative information." got the highest mean of 2.98, interpreted as "High Level." This implies that graduating students are competent in judging the soundness and accuracy of conclusions derived from quantitative information.

This study favours White (2019), who helps make decisions based on quantitative results for numbers. Quantitative reasoning is essential in the current scenario, where data highly drive the world [56]. Furthermore, Muzaini et al. (2019) agree that quantitative reasoning plays a vital role in the problem-solving process. This skill ensures that understanding a problem will be more effective and the problem-solving process will be more productive [35].

Table 4.3.4 Competencies acquired in terms of Computer Literacy

Indicators	Mean	SD	Interpretattion
1.They a basic knowledge of Computers.	3.47	.56588	High Level
2. They have a working knowledge Of computer operations.	3.37	.61003	High Level
3. They know how to explore Different Internet research engines (Googles, Yahoo, etc.)	3.54	.56491	High Level
4. They can send and receive attachments via email messages.	3.67	.50732	High Level
5.They know how to create a simple Web page.	3.19	.72617	High Level

Average	**3.45**	**.47174**	**High Level**

Note: 1.00–1.50 Very Low Level, 1.51–2.50 Low Level, 2.51–3.50 High Level, 3.51–4.00 Very High Level

Table 4.3.4 revealed the data on competencies in terms of computer literacy. Computer literacy obtained the average mean of 3.45, interpreted as "High Level." Item no. 5, "I know how to create a simple Web page." got the lowest mean, while item no. 4, "I can send and receive attachments via email messages." obtained the highest mean of 3.67, interpreted as "Very High Level." This implies that graduating office administration students are more competent in operating emails, such as sending and receiving.

Vishwaroop (2022) discussed that computer literacy is the ability or knowledge to use computers efficiently and effectively. Acquiring computer literacy would enhance the learning process for students manifold. In order to be futuristic, students need to acquire computer literacy [51].

4.1 Summary of Finding

V. Summary of Findings and Recommendations

The primary objective of this research was to identify in what areas graduating students have developed skills and acquired competencies. The study reveals that 54.1 % of the graduating office administration students have an 80 to 89 General Weighted Average (GWA), which was classified as the respondents' profiles being "Good" and "Very Good." Respondents who developed skills to excel in interpersonal skills obtained the highest mean, and communication skills with the lowest mean. In acquired competencies, the study shows that respondents are more competent in computer literacy which obtained the highest mean, than logical and critical thinking, which acquired the lowest mean.

Lastly, the study reveals that the respondents, which are the graduating office administration students, have obtained the highest mean in developed skills and lowest mean in acquired competencies. Therefore, it explores future possibilities of analyzing the data and addresses the discovered phenomena between the respondents' developed skills and acquired competency. This study and its results will eventually be used as a support and basis for skills and competencies of graduating office administration students in a state university.

4.2 Recommendations

Future researchers who want to research the skills and competencies of the graduating Bachelor in Science Office Administration students can use the result of this research as an important way for conducting the research and as an additional reference for further relevant research, certainly with different variables and conditions. Future researchers can also consider the weaknesses of this research's results to conduct better research.

Declaration of Conflicts of Interests

The authors declared no potential conflicts of interest.

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