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Research Article

The Influence of Interpersonal Skills of Working Students on Client Service Satisfaction in a Higher Educational Institution

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ABSTRACT

The research aimed to investigate the impact of working students' interpersonal skills on client service satisfaction in a higher education institution on Sabayle Street, Iligan City. The study, conducted in 2022, included 50 respondents to accomplish its objectives. Stratified random sampling was employed to assess the interpersonal skills of the respondents. The study's findings concluded that clients expressed a high level of satisfaction with the services they received, indicating a significant positive relationship between clients and working students. The research strongly recommended that both working students and their clients recognize and support this positive dynamic to strengthen their relationship further.

Additionally, it encouraged the provision of constructive feedback on how working students interacted with their clients at St. Peter's College on Sabayle Street in Iligan City. In summary, this study shed light on the positive impact of working students' interpersonal skills on client service satisfaction. Acknowledging and nurturing this relationship was crucial for both parties involved, fostering an environment of mutual support and growth. Additionally, offering constructive feedback further enhances the quality of interactions between working students and clients in the academic setting.

Keywords: *Interpersonal Skills, Service Satisfaction*

Introduction

People who possess strong interpersonal skills excel in collaborating with others, whether in formal or informal settings, such as teams or group interactions. They consistently

employ these skills in both individual and group communications. Interpersonal skills encompass a range of abilities, with a particular emphasis on effective communication, including active listening and articulate speaking.

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Many organizations value candidates with excellent interpersonal skills because they tend to work effectively in teams and foster productive Collaboration with colleagues. Additionally, individuals with strong interpersonal skills often make exceptional leaders as they engage and motivate those around them. This study aims to ensure the satisfaction of all individuals, acknowledging the continuous effort required to maintain high customer satisfaction levels. It emphasizes gaining confidence in managing conflict, criticism, and challenging situations, as well as navigating various behaviors, from assertive to passive. Effective interpersonal communication is essential for managing change successfully. Interpersonal skills are acquired through practice, playing a critical role in fostering positivity, productivity, and team dynamics, ultimately contributing to organizational success. Every member of an organization must develop these essential skills. For leaders and employers looking to enhance their workforce's interpersonal skills, there are effective strategies available, as discussed here today.

Methodology

In this study, the descriptive correlation approach is employed to analyze and compare two variables, aiming to identify similarities and differences within two distinct groups for a comprehensive understanding of the research topic. The research is conducted at St. Peter's College, located on Sabayle Street in Iligan City, focusing specifically on working students. Stratified sampling is employed to account for variations within the population, and a sample size of 50 is recommended for the survey. The questionnaire consists of two main sections: the profile section capturing socio-demographic information (e.g., name, age, gender, and marital status) and the functional questionnaire with multiple-choice questions reflecting respondents' preferences. A Likert scale is utilized in the questionnaire, simplifying the measurement of personality traits or perceptions. This ranked scale allows respondents to select the option that best aligns with their perspective. The study employs weighted mean, standard deviation, and Pearson correlation for data analysis.

Results and discussion

Table 1. Interpersonal skills of the student's assistant in terms of empathy and leadership

	Mean	Standard Deviation	Description
Student assistants are devoted to their work regarding the student's needs.	3.26	0.75	<i>Strongly Agree</i>
Students' assistants' attitude towards helping whom they are encountered.	3.16	0.89	<i>Agree</i>
Student assistants give proper knowledge to clients' curiosity.	3.32	0.71	<i>Strongly Agree</i>
Students' assistant's customer needs should be supported directly.	3.30	0.81	<i>Strongly Agree</i>
Students' assistants' communication of positive sentiments towards their client.	3.22	0.79	<i>Agree</i>
Weighted Average Mean	3.25	0.79	<i>Strongly Agree</i>

The table evaluates student assistants' interpersonal skills in terms of empathy and leadership, with respondents strongly agreeing, resulting in a 3.25 weighted mean, indicating high levels of empathy and leadership skills among student assistants. The leading indicator demonstrates that student assistants effectively provide information to clients. Genuine empathy in a teacher leader involves evolving

from an emotion into a perspective-taking practice, reinforced by positive relationships and effective communication. Leadership training that includes empathy can emphasize the significance of empathic responses and enhance leaders' perceptual understanding of others, as supported by research (Beaty O'Ferrall et al., 2010; Ketelle & Mesa, 2020).

Table 2. Interpersonal Skills of the Student Assistant in terms of Communication and Conflict Resolution

	Mean	Standard Deviation	Description
Satisfied with the student assistant's treatment.	3.16	0.79	Agree
Satisfied with the management's treatment of the student assistant	3.22	0.76	Agree
Student assistants are fully aware of and understand the needs of their clients.	3.30	0.71	Strongly Agree
Weighted Average Mean	3.23	0.75	Agree

The table assesses student assistants' interpersonal skills in communication and conflict resolution, with respondents generally agreeing, resulting in a 3.23 weighted mean, indicating strong communication and conflict resolution abilities among student assistants. The leading indicator suggests that student assistants have a deep understanding of their

clients' needs. Research has shown that teaching children to identify emotions, empathize, and communicate feelings enhances conflict resolution skills and predicts future academic and social success. Adults trained in conflict resolution are better equipped to teach these skills to children, facilitating better conflict resolution.

Table 3. Interpersonal Skills of the Student Assistant in Terms of Collaboration

	Mean	Standard Deviation	Description
Student assistants express an action that requires planning and effort.	3.18	0.66	Agree
Student assistants are flexible enough to handle both work and studies at the same time.	3.34	0.69	Strongly Agree
Student assistants who understand the needs of their clients.	3.22	0.68	Agree
Student Assistants who have a neat, professional appearance and provide services as promised time.	3.22	0.65	Agree
Do these student assistant gives importance to customer satisfaction?	3.08	0.72	Agree
It is being with the customer and giving them your undivided attention.	3.18	0.56	Agree
Keeping clients informed about when services will be performed.	3.24	0.62	Agree
Weighted Average Mean	3.21	0.65	Agree

The table assesses the interpersonal skills of student assistants, particularly in terms of Collaboration, with respondents generally agreeing, resulting in a 3.21 weighted mean, signifying strong collaboration skills among student assistants. The leading indicator suggests that student assistants effectively balance their work and studies. Collaboration emphasizes achieving the final product's content and group productivity over the specific method of reaching the goal. This approach may

encourage assigning independent work to group members and discourage less effective learning techniques. Collaboration, a social skill, is closely related to leadership and communication, and all these success skills interact rather than being mutually exclusive, as discussed by the NRC (2012). Collaboration is contingent on cognitive abilities and self-control, and cannot function effectively without communication (Lench et al., 2015).

Table 4. Client satisfaction with Service quality in terms of reliability

	Mean	Standard Deviation	Description
Customer service allows one to put knowledge and abilities gained through education to use.	3.34	0.66	<i>Strongly Agree</i>
The way the management treats the employee, which impacts the services provided by the organization, has been a satisfaction.	3.28	0.64	<i>Strongly Agree</i>
Weighted Average Mean	3.31	0.65	<i>Strongly Agree</i>

The table indicates high client satisfaction (3.31 weighted mean) regarding service quality's reliability. The leading indicator suggests that client service effectively applies knowledge and skills gained through education, reflecting strong reliability. Reliability is closely associated with accountability and

quality. Various factors support the fundamental approach of influencing clients' perceptions of the effectiveness and dependability of the service, as discussed by Omar et al. (2015). Overall, the results suggest that clients are content with the reliability of student assistants' services.

Table 5. Client's satisfaction with service quality in terms of assurance

	Mean	Standard Deviation	Description
The connection between the firm and its clients has mutual respect and harmony.	3.32	0.55	<i>Strongly Agree</i>
The requirements of the customer should be met directly.	3.26	0.53	<i>Strongly Agree</i>
Weighted Average Mean	3.29	0.54	<i>Strongly Agree</i>

The table reveals high client satisfaction (3.31 weighted mean) regarding service quality's tangible aspects. The student assistants' patience in addressing inquiries contributes to this satisfaction. Tangible attributes, including price, competition, marketing, actualization, and word-of-mouth, significantly influence

service quality perceptions. These findings highlight the role of tangible elements in shaping clients' perceptions of service quality, as discussed by Ismagilova et al. (2019). Overall, tangible factors play a crucial role in enhancing clients' views of the services they receive.

Table 6 Client's Satisfaction with Service Quality in Terms of Tangible

	Mean	Standard Deviation	Description
Responsible for making clients feel safe in terms of making a transaction.	3.34	0.52	<i>Strongly Agree</i>
Student assistants who have the knowledge to answer customer questions.	3.24	0.52	<i>Agree</i>
Students assistants show patience in answering customer's queries.	3.38	0.53	<i>Strongly Agree</i>
Student assistants are caring and understanding in every aspect.	3.26	0.56	<i>Strongly Agree</i>
Weighted Average Mean	3.31	0.53	<i>Strongly Agree</i>

The table presents client satisfaction with service quality in terms of tangibility, with respondents strongly agreeing, resulting in a total weighted mean of 3.31, signifying high satisfaction. Student assistants' patience in addressing customer inquiries contributes to their tangible service provision. Tangible aspects significantly influence people's perception of service quality, encompassing external

design elements impacting client satisfaction. Tangibility factors such as price, competitive positioning, marketing communication, actualization, and word-of-mouth influence customer perceptions of service quality, as emphasized by Ismagilova et al. (2019). These findings underscore the importance of tangible attributes in enhancing how clients perceive the quality of services they receive.

Table 7 Client's Satisfaction with Service Quality in terms of responsiveness

	Mean	Standard Deviation	Description
I was friendly and easy to approach the concerns of the clients when needed.	3.36	0.63	Strongly Agree
Identify personality differences between individuals and use this information to develop unique working relationships.	3.48	0.54	Strongly Agree
The performance of the services achieves the satisfaction of the client.	3.36	0.53	Strongly Agree
Weighted Average Mean	3.40	0.57	Strongly Agree

The table reflects client satisfaction regarding service quality in terms of responsiveness, with respondents strongly agreeing with a total weighted mean of 3.40, indicating high satisfaction. Student assistants' ability to recognize personality differences and build unique working relationships contributes to their strong responsiveness to customers. Responsiveness, defined as an institution's ability to provide

timely, high-quality service with minimal waiting times for customer-provider interactions, is crucial for improving customer perceptions of service quality. In cases of failure, organizations should respond promptly and competently, suggesting alternatives, as outlined by Nambisan et al. (2016). This emphasis on responsiveness enhances overall customer satisfaction with the services provided.

Table 8. Relationship between the Respondent's Interpersonal Skills and the Client's Service Satisfaction measures to meet the needs of the client

	Clients Service Satisfaction		
	Correlation Coefficient	p-value	Interpretation
Interpersonal Skills	0.823	0.000	Significant

Table 8 demonstrates a significant relationship between student assistants' interpersonal skills and client service satisfaction, as indicated by Pearson Product Moment Correlation with a p-value below 0.05. It highlights the substantial influence of student assistants' interpersonal skills on client satisfaction. Client satisfaction, based on five service quality characteristics, is a subjective evaluation of contentment following service delivery. It holds significant importance due to its impact on customer retention, expenditures, and long-term

organizational competitiveness. Service quality directly affects customer happiness, emphasizing the importance of meeting consumer needs. Customers form opinions about service quality even before engaging with a business, making it a critical aspect of customer relations.

Conclusion

Individuals with strong interpersonal skills often excel as leaders as they engage and motivate those around them. Interpersonal abilities are vital for effective communication and

Collaboration, both in personal and professional contexts. Those with high interpersonal skills tend to cultivate positive relationships and work harmoniously with others, understanding the dynamics of interactions with family, friends, coworkers, and clients. Colleagues typically appreciate working with individuals who possess these solid interpersonal capabilities. In conclusion, client satisfaction with service quality hinges on several factors, including reliability, assurance, tangibility, and responsiveness provided by student assistants. Therefore, it is essential for student assistants to possess empathy and strong leadership skills. Proficiency in communication, conflict resolution, and Collaboration is also crucial. Developing and honing these interpersonal skills plays a pivotal role in achieving high levels of client satisfaction with service quality. To sum up, individuals who excel in interpersonal skills often exhibit strong leadership qualities and excel in their personal and professional interactions. Furthermore, client satisfaction in the context of service quality is greatly influenced by the interpersonal abilities of student assistants, underlining the importance of empathy, leadership, communication, conflict resolution, and Collaboration in delivering high-quality service.

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