Training development needs of UB non-teaching employees

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Abstract

Institutions are faced with varying challenges as brought about by rapid development and the changing work environment, thus it is essential that institutions invest on human capital through the provision of training and development. In the University of Baguio, training and development has only been extended to the

teaching employees considering that the employee program is also crucial to non-teaching personnel who plays a relevant role in the education institution. This study aimed to address the gap by looking into the professional and learning needs of the UB non-teaching personnel as well as their level of motivation for excellent job performance. The researchers used quantitative-descriptive type of research; and it was found out that the non-teaching personnel of the university have varying professional and learning needs in the areas of customer service, health and safety, personal development, administrative skills, communication skills, research competencies and community extension services. However, the female non-teaching personnel identified that they have a great need to be trained in communication skills, customer service, research competencies and personal development as compared to their male counterparts. When it came to age, employment status and job classification though, the non-teaching personnel identified similar degrees of professional and learning needs. More so, the non-teaching personnel saw that the various motivational factors highly influence the quality of job performance. Further, from the findings, a proposed professional and learning development or training development plan was crafted.

Introduction

Amidst the rapid development or changes that institutions are faced with is the challenge to survive and prosper, and one way of ensuring this is taking care or investing in human capital through training and development (Truitt, 2012 as cited in Wamwayi, Amuhaya, Mukulu & Waititu, 2016). Training involves acquiring knowledge and learning skills that employees will be able to use

immediately. In contrast, development involves learning that will aid the organization and employer later on in the employee's career (Mello, 2015).

Thus, training and development not only prepare employees for a changing electronic environment but also equip them with the skills and knowledge necessary to perform their jobs (Lacsamana, Portugal & Delos Reyes, 2018). Even more so, training and development carry a dual function of utilization and motivation. The employee's ability to perform tasks is improved, given a feeling of mastery over their work, and recognition by management (Graham &Bennet, 1998 as cited in Syanda, Nyamanga, Bichang' a, &Nyongesa, 2014).

Also, in as much as training and development is an issue that every organization or educational institutions are faced with due to the costs that it may entail, designing and implementing it is a competitive advantage in the long run. Should there be scarce resources, an organization is to strategically consider where the best investment could be placed (Syanda, Nyamanga, Bichang' a, &Nyongesa, 2014).

One of the investments that an organization can consider is the provision of training and development for non-teaching personnel. Akala (2010, as cited in Wamwayi, et al., 2016) believes that this is crucial since these employees are also part of the academic institution which commits itself to provide quality education and develop globally competitive professionals (Lacsamana et al., 2018).

However, to develop a successful training and development program, the initial step of conducting a needs assessment must be carried out. In needs assessment, specific training activities are determined as well as how these activities align with the organizational structure and culture. When carrying out a needs assessment, the existing levels of knowledge and skills, preferred learning styles, personality characteristics, and individual special needs of the employees are looked into (Mello, 2015).

In the University of Baguio, the term employees are classified into teaching personnel who are hired to perform actual teaching duties and the nonteaching personnel who either perform certain academic functions that are directly supportive of teaching or perform administrative functions and maintenance of the institution (University of Baguio Revised Manual for Nonteaching Personnel, 2017, pp 8-9). However, training and development have only been extended to the teaching employees of the University which is in contrast to the claim of Akala (2010, as cited in Wamwayi, et al., 2016) that training and development are crucial to non-teaching personnel considering their role in the education institution.

Hence, to address this, a study that looks into the professional and learning needs of the UB non-teaching personnel, as well as their level of motivation for excellent job performance along with particular motivational factors, was initiated. Through the results derived, the study seeks to establish a basis for the formulation of a development plan for the non-teaching personnel of the University.

Moreover, the researchers intend to attain this objective by specifically looking into the following problems:

1. What are the professional and learning needs of the UB non-teaching employees in the following areas?
   a. Administrative skills
   b. Communication skills
   c. Customer service
   d. Health and safety
   e. Research competencies
   f. Community extension services
   g. Personal development.
   1.1 Is there a significant difference in the professional and learning needs of the UB non-teaching personnel when compared according to job classification, sex, age and employment status?

2. What is the motivation of the UB non-teaching personnel to display an excellent job performance?

3. What training development plan for UB non-teaching personnel could be designed based on the findings of the study?

Methodology

The quantitative-descriptive research method was employed to look into the professional and learning needs of the non-teaching employees in UB who were hired for school year 2019-2020. Total enumeration of all employed UB nonteaching personnel in the different offices of the University was carried out.

The tool used was a researcher-made survey questionnaire composed of seven items. Items one to five asked for general information, while item six was composed of the different areas of professional and learning needs, which were evaluated: administrative skills, communication skills, customer service, health and safety, research competencies, community extension services, and personal development. Item seven, on the other hand, reflected the motivation factors which the respondent have towards doing a job excellently. Further, the tool's validity was established through the assistance of the Research and Development Center by subjecting the tool to the evaluation of the university tool validators.

To answer question number one, weighted means were computed and interpreted using the following scales:

Table 1.

Interpretation table for the non-teaching personnel professional and learning needs

Mean Range	Descriptor	Verbal Meaning	Interpretation
1.00-1.75	not needed	not needed	professional and learning needs perceived to be not needed
1.76-2.50	of little need	somehow needed	professional and learning needs perceived to be somehow needed
2.51-3.25	of great need	needed	professional and learning needs perceived to be needed
3.26-4.00	of greatest need	greatly needed	professional and learning needs perceived to be greatly needed

To compare the mean values of the different areas according to job classification, age, employment status, and the number of years in the institution, analysis of variance (ANOVA) was used. In contrast, the t-test for independent samples was used to compare the mean values of the different areas according to sex. Further, to answer question number two, the weighted means computed was interpreted using the following scale:

Table 2.

Interpretation table for the motivation factors

Mean Range	Descriptor	Verbal Meaning	Interpretation
1.00-1.75	highly unmotivated	the motivational factor has not influenced excellent job performance	motivation factor is perceived not to affect excellent job performance
1.76-2.50	unmotivated	the motivational factor has somehow influenced excellent job performance	motivation factor is perceived to somehow affect excellent job performance
2.51-3.25	motivated	the motivational factor has influenced excellent job performance	motivation factor is perceived to affect excellent job performance
3.26-4.00	highly motivated	the motivational factor has greatly influenced excellent job performance	motivation factor is perceived to greatly affect excellent job performance

Results and Discussion

Table 3 presents the professional and learning needs of the UB non-teaching employees, the obtained mean, the standard deviation and the corresponding descriptive interpretation of each area.

Table 3.

Non-teaching personnel professional and learning needs (n=140)

PROFESSIONAL & LEARNING NEEDS	WTD MEAN	SD	Descriptive Interpretation
ADMINISTRATIVE SKILLS			
Decision-making	3.24	.81	Needed
Planning	3.26	.80	Greatly needed
Organizing	3.26	.84	Greatly needed
Problem solving	3.28	.83	Greatly needed
Office & records management	3.26	.84	Greatly needed
Dimension Mean	3.26	.73	Greatly needed
COMMUNICATION SKILLS			
Active Listening	3.06	. 92	Needed
Oral Communication	3.19	.89	Needed
Business Writing	3.25	.85	Needed
Grammar Usage	3.29	.81	Greatly needed
Letter & memo writing	3.25	.83	Needed
Presentation techniques	3.24	.86	Needed
Public speaking	3.31	.80	Greatly needed
Usage of Information technologies	3.34	.78	Greatly needed
Dimension Mean	3.24	.69	Needed
CUSTOMER SERVICE			
Customer Service Strategies	3.28	.86	Greatly needed
Handling Hostile Customers	3.34	.83	Greatly needed
Delivery of Quality Service	3.32	.83	Greatly needed
Processing of Customer Complaints	3.36	.79	Greatly needed
Dimension Mean	3.32	.77	Greatly needed

HEALTH & SAFETY			
First Aid	3.44	.76	Greatly needed
Hazard Communications (procedures in handling hazardous materials in the workplace)	3.31	.79	Greatly needed
Health & Safety in the Work	3.45	.76	Greatly needed
Fire Precautions	3.44	.73	Greatly needed
Personal Protective Equipment	3.25	.84	Needed
Health & Wellness activities (physical, mental, emotional, social, etc.)	3.45	.76	Needed
Sexual Harassment	2.96	.98	Greatly Needed
Self Defense	3.31	.83	Needed
Stress Management	3.47	.78	Greatly Needed
Threats & Violence in the Work Place	3.26	.86	Greatly Needed
Bullying in the Work Place	3.09	.99	Needed
Anger Management	3.11	.97	Needed
Dimension Mean	3.30	.68	Greatly needed
RESEARCH COMPETENCIES			
Conceptualizing Areas for Research	3.31	.82	Greatly needed
Research Report Writing	3.25	.86	Needed
Statistical Analysis	3.23	.84	Needed
Research Publication	3.23	.86	Needed
Literature Search	3.19	.89	Needed
Dimension Mean	3.24	.75	Needed
COMMUNITY EXTENSION SERVICES			
Conceptualizing community extension projects/activities in line with the fields of specialization.	3.10	.84	Needed
Facilitating community extension services (implementing, documenting, monitoring, and evaluating community extension activities	3.11	.84	Needed
Sustaining community extension linkages	3.09	.83	Needed
Dimension Mean	3.10	.84	Needed

PERSONAL DEVELOPMENT			
Work Ethics	3.24	.88	Needed
Professional Image	3.27	.86	Greatly needed
Self-management	3.26	.87	Greatly needed
Coping with Change	3.29	.90	Greatly needed
Dimension Mean	3.27	.84	Greatly needed
Overall Mean	3.24	.74	Needed

The overall mean of 3.24 and a standard deviation of .74 indicate that the non-teaching personnel see a need for professional and learning development to perform their respective jobs efficiently. More so, the non-teaching personnel perceived a great need for training in the areas of administrative skills (M=3.26, SD=.73), customer service (M=3.32, SD=.77), health and safety (M=3.30, SD=.68) and personal development (M=3.27, SD=.84) then a need for training in communication skills (M=3.24, SD=.69), research competencies (M=3.24, SD=.75) and community extension services (M=3.10, SD=.84).

The training which enhances customer service skills appeared to be the greatest need of the non-teaching personnel. Customer service in itself involves communication, patience, and knowledge of the company's products and services (Lawhorn, 2018). For this study, however, it specifically looked into customer service strategies, handling hostile customers, delivering quality service, and the processing of customer complaints, which happen to have the highest obtained mean. In business, the proper handling of customer complaints increases customer business (Murtagh, 2002). Noe (2013) further adds that interpersonal skills like those used to interact with "customers "are considered necessary, particularly since, in a service-oriented economy, employees are expected to take responsibility for their service. These may explain why customer service training is perceived by the University's nonteaching personnel as much needed.

Another area that the non-teaching personnel perceived as in great need of

training was about health and safety, which in this research refers to activities or programs addressing risk factors in the workplace and the promotion of the general well-being of the employee. In relation, Kapp and Han (2017) state that looking into the workers' safety and health is suitable for both the employees and the organization. On the part of the employees, a safe working environment addresses the lower-order needs, which contribute to the overall effective functioning of individuals (Feldman, 2020).

Professional and learning activities related to personal development were another area that the non-teaching personnel perceived as in great need of training. Personal development looks into the commitment, time, and effort that a person invests in to effectively manage himself in any situation (Coaching Positive Performance, n.d.). Maslow's hierarchy of needs suggests that each individual needs to develop a sense of self-worth. This need, in turn, motivates a person to look into his competence and worth (Feldman, 2020).

Still, an area where the non-teaching personnel saw themselves in great need of training is the Administrative skills. This area refers to a skill set that helps individuals complete tasks assigned (Indeed Career Guide, 2019). In the University of Baguio, the non-teaching personnel has various administrative duties to carry out relative to their job. The perception that training is much needed in this area may be explained through the expectancy theory. The theory suggests that learning is seen as needed because it is linked to better job performance (Noe, 2013).

Training in the area of communication skills was also identified as one of the professional and learning needs of the non-teaching personnel. Communication skills include skills essential for oral, written, visual, and electronic communication, and training is necessary to minimize the communication barriers encountered by the non-teaching personnel (Lacsamana, Portugal, & Delos Reyes, 2018) when interacting with the different stakeholders of the University. It is also worth noting that three indicators out of the eight indicators were perceived as aspects where training is greatly needed: grammar usage, public speaking, and use of information

technologies. This perception may be associated with a low self-efficacy level where the nonteaching personnel saw themselves as in need of additional information to perform in these areas better (Noe, 2013).

Similarly, an area where training was perceived as needed by the non-teaching personnel was research competencies. The perceived need may be attributed to the self-efficacy expectations of the non-teaching personnel in response to the challenge of research, which has been given during the different accreditation exit dialogues. Further, these self-efficacy expectations spark the desire to learn and be equipped in identified areas of improvement (Rathus, 2018).

Another area where training was perceived as needed by the non-teaching personnel was community extension services. This finding may be attributed to the awareness that community extension is a collaborative activity between the different offices and stakeholders of the institution which provide service to the community and leads to institutional sustainability (Lacsamana et al., 2018).

Given these results, the provision of training and development for non-teaching personnel is indeed needed. Not only because the program is crucial since the employees are also part of the academic institution which commits itself to provide quality education and develop globally competitive professionals but also because the quality of staff is pivotal in the achievement of institutional goals (Lacsamana et al., 2018; Khan & Sarwar ,2011).

Differences in the non-teaching personnel professional and learning needs when compared according to job classification

The non-teaching personnel of University of Baguio is generally classified into (a) Academic Support Staff, personnel who perform certain prescribed academic functions directly supportive of teaching, and; (b) Non –Academic Staff, referring to the rank-and-file staff who perform administrative functions

and maintenance of the institution but are not involved in academic work (University of Baguio Revised Manual for Non-teaching Personnel, 2017, pp 8-9). For this research, however, the non-teaching personnel were further classified according to the nature of specific tasks: office secretary, technical support, maintenance, laboratory custodians, and others, who were made up of the heads of offices of the non-teaching personnel.

Table 4 presents the comparison of the different professional and training needs of the non-teaching personnel when compared according to job classification.

Table 4.

Non-teaching personnel professional and training needs when compared according to job classification

PROFESSIONAL & TRAINING NEEDS	ffice Secretary (n:17)	Academic Office Support	Technical Support (n:14)	Maintenance (n:5)	Non-academic Office Staff (n:42)	Laboratory Custodians (n:11)	Others (n:11)	p-value	Interpretation
Administrative skills	3.47 (GN)	3.21 (N)	3.07 (N)	2.76 (N)	3.35 (GN)	3.16 (N)	3.29 (GN)	.45	NS
Communication skills	3.49 (GN)	3.18 (N)	2.95 (N)	3.65 (GN)	2.97 (N)	3.38 (GN)	3.06 (N)	.21	NS
Customer Service									
Customer Service	3.60 (GN)	3.22 (N)	3.11 (N)	3.30 (GN)	3.42 (GN)	3.20 (N)	3.34 (GN)	.55	NS
Health and safety	3.37 (GN)	3.33 (GN)	3.41 (GN)	2.65 (GN)	3.29 (GN)	3.22 (N)	3.28 (GN)	.50	NS
Research competencies	3.56 (GN)	3.38 (GN)	2.93 (N)	2.92 (N)	3.20 (N)	3.13 (N)	3.04 (N)	.17	NS
Community extension services	3.20 (N)	3.26 (GN)	3.07 (N)	2.73 (N)	2.96 (N)	3.21 (N)	2.91 (N)	.51	NS

Personal	3.53	3.09	3.29	2.65	3.39	3.29	3.25	.32	NS
Development	(GN)	(N)	(GN)	(N)	(GN)	(GN)	(N)		

Legend: NS-not significant, S-significant, N - needed, GN - greatly needed

It can be gleaned from Table 4 that regardless of job classification, the nonteaching personnel recognizes that there is either a great need or a need for professional and learning development along with the areas of customer service, health and safety, personal development, administrative skills, communication skills, research competencies, and community extension services. The absence of disparity can be attributed to the motivation of the non-teaching personnel to persevere and produce higher quality work regardless of the nature of the job (Feldman, 2020).

In as much as there is no significant difference in the professional and learning needs of the non-teaching personnel when compared according to job classification, it is worth noting that an indicator under communication skills and health and safety showed otherwise. This implies that when it comes to assessing their level of need in these areas, the non-teaching personnel had differing views. The finding can be attributed to the interaction between the worker and job characteristics, or the variety of activities and skills used in the workplace (Buboltz & Winkelspecht, 2004).

Differences among the non-teaching in their personnel professional and learning needs when compared according to sex

Companies and institutions that invest in training and development programs for employees directly influence human and social capital since these influences the work-related-know-how and work relationships (Noe, 2013). Also, training and development foster organizational commitment and work engagements among employees, male or female, since their skills are honed, making them more efficient at their jobs (Liu & Huang, 2019).

Table 5.

Non-teaching personnel professional and training needs when compared according to sex

PROFESSIONAL & TRAINING NEEDS	Female (n:84)	Male (n:56)	p-value	Interpretation
Administrative Skills	3.35 (Greatly Needed)	3.11 (Needed)	.06	ns
Communication Skills	3.34 (Greatly Needed)	3.08 (Needed)	.03	s
Customer Service	3.43 (Greatly Needed)	3.16 (Needed)	.04	s
Health and Safety	3.33 (Greatly Needed)	3.24 (Needed)	.47	ns
Research Competencies	3.35 (Greatly Needed)	3.08 (Needed)	.04	s
Community Extension Services	3.21 (Needed)	2.94 (Needed)	.05	ns
Personal Development	3.43 (Greatly Needed)	3.03 (Needed)	.00	s

Legend: ns-not significant, s-significant

Table 5 shows that in the different areas of professional and learning needs, a significant difference between the needs of the male and female non-teaching personnel was shown in communication skills, customer service, research competencies, and personal development. The female non-teaching personnel sees the four areas as areas where there is a great need for training, whereas their male counterparts see the same four areas as areas where there is only a need for training. The contradiction can be ascribed to gender roles, which have extensive influence on how males and females gain their identities, formulate their goals and pursue personal development (Hughes, Kroehler, Vander Zander, 2002). Similarly, social role theory postulates

that sex differences are structural, learned from the different experiences associated with various social positions in the family and the workplace (Eagly & Wood, 2016).

Besides, the analysis made by Pinel and Barnes (2018) using the researches made about sex differences suggests that these differences are not due to differences in the human brain but rather the influence of various cultural factors surrounding an individual such as sexual dimorphisms where human behavior is unambiguously assigned to two distinct classes: male or female. Their statement is corroborated by Scott (as cited in Chron, 2019), who proposes that gender differences in the workplace usually come from social factors that influence individuals' behavior. These claims could then enlighten why the female non-teaching personnel saw a greater need to be trained in personal development compared to their male counterparts.

Considering these results, the training and development program, which will be designed for the non-teaching personnel, will also look into strategies of empowering the female non-teaching population of the University. By doing so, the University aligns itself to Republic Act 9710, otherwise known as the "Magna Carta for Women," which promotes the empowerment of women and provides equal opportunities for both men and women (Official Gazette, 2009).

Differences in the non-teaching personnel professional and learning needs when compared according to age

The University of Baguio complies with Republic Act No. 10911, otherwise known as the "Anti-Age Discrimination in Employment Act," which promotes the employment of individuals based on their abilities, knowledge, skills, and qualifications rather than their age (Chan, 2019). Hence, the non-teaching personnel would also have a varied composition when it comes to age and the generation they belong to.

Table 6.

Non-teaching personnel professional and training needs when compared according to age

PROFESSIONAL & TRAINING NEEDS	20-30 yrs. old (n:66)	31-40 yrs. old (n:42)	41-50 yrs. old (n:26)	51-60 yrs. old (n:6)	p-value	Interpretation
Administrative skills	3.32 (Greatly Needed)	3.19 (Needed)	3.15 (Needed)	3.50 (Greatly Needed)	.54	ns
Communication skills	3.27 (Greatly Needed)	3.23 (Needed)	3.08 (Needed)	3.65 (Greatly Needed)	.31	ns
Customer service	3.35 (Greatly Needed)	3.38 (Greatly Needed)	3.18 (Needed)	3.29 (Greatly Needed)	.76	ns
Health and safety	3.36 (Greatly Needed)	3.19 (Needed)	3.23 (Needed)	3.50 (Greatly Needed)	.50	ns
Research competencies	3.39 (Greatly Needed)	3.00 (Needed)	3.24 (Needed)	3.30 (Greatly Needed)	.07	ns
Community extension services	3.26 (Greatly Needed)	2.96 (Needed)	2.97 (Needed)	2.83 (Needed)	.15	ns
Personal Development	3.29 (Greatly Needed)	3.27 (Greatly Needed)	3.11 (Needed)	3.62 (Greatly Needed)	.55	ns

Legend: ns-not significant, s-significant

The research finding reflected in table 6 is in contrast to the study of Tams, Thatcher & Grover (2018) which suggests that age has to be considered in the development of strategies to improve well-being and productivity in the workplace considering that the workplace is already proliferated with the use of technology; which is seen by the "aging" workforce as a distraction at work. Similarly, Noe (2013) suggests that it is vital to consider the age

of employees when designing a training development program, given that different ages imply different learning preferences, type of instruction, and activities.

Though there was generally no significant difference in the professional and learning needs of the non-teaching personnel when compared according to age, the indicator "conceptualizing areas for research" under research competencies showed otherwise. Among the four age groups, ages 31 to 40 identified a need to be trained in the aforementioned aspect of research. In contrast, their counterparts in the other age groups identified a great need to be trained in the same aspect of research. This, however, is in contrast to the findings of a study conducted among employees regarding age, work experience, cognition, and work ability. Results showed that age has no strong correlation to cognitive function or work ability, which implies that productivity and competency have nothing to do with age (Chung et al., 2015).

Differences in the non-teaching personnel professional and learning needs when compared according to employment status

The non-teaching personnel were classified into academic support staff and non-academic staff and were further classified into: (a) permanent-one who has completed the probationary period; (b) probationary- hired on a trial basis to occupy, if found fit and qualified, a permanent position in the University; (c) project-based- one who is hired for a specific undertaking or project whose completion or termination has been determined at the time of the hiring of the employee; (d) casual- one who is hired on a temporary basis in order to fill a temporary vacancy of a non-teaching position, which vacancy shall not exceed one (1) year; and fixed-term- one who is hired for a fixed period or term which was knowingly and voluntarily agreed upon by the administration and employee work (University of Baguio Revised Manual for Non-teaching Personnel, 2017, pp 17-18). For this particular study, however, the non-teaching personnel were classified into permanent, probationary, seasonal, and casual.

The non-teaching personnel were classified into academic support staff and non-academic staff and were further classified into: (a) permanent-one who has successfully completed the probationary period; (b) probationary- hired on a trial basis for the purpose of occupying, if found fit and qualified, a permanent position in the University; (c) project-based- one who is hired for a specific undertaking or project whose completion or termination has been determined at the time of the hiring of the employee; (d) casual- one who is hired on a temporary basis in order to fill a temporary vacancy of a non-teaching position, which vacancy shall not exceed one (1) year; and fixed-term- one who is hired for a fixed period or term which was knowingly and voluntarily agreed upon by theAdministration and employee work (University of Baguio Revised Manual for Non-teaching Personnel, 2017, pp 17-18). For this particular study however, the non-teaching personnel were classified into permanent, probationary, seasonal and casual.

Data shows that there is no significant difference in the different areas of the professional and learning needs of the non-teaching personnel when compared according to employment status. This finding is corroborated by Morrow, McElroy & Elliot (1994, as cited in Holtom, Tidd & Lee, 2002), who stated that employment status does not directly influence work-related attitudes of the employees such as commitment or loyalty. This implies that the non-teaching personnel relatively has a general attitude towards their different tasks and duties, such that they also tend to have the same perceived areas of professional and learning needs. On the one hand, social cognition theory suggests that individuals have occupational self-efficacy, which makes them feel competent and can successfully fulfill tasks regardless of work status (Liu & Huang, 2019). Taking these into consideration, it can be surmised that the non-teaching employees are given equal opportunities to enhance their self-management and occupational self-efficacy, consequently influencing how they assess their job performance.

Table 7.

Non-teaching personnel professional and learning needs when compared according to employment status

PROFESSIONAL & TRAINING NEEDS	Permanent (n:116)	Probationary (n:6)	Seasonal (n:6)	Casual (n:12)	p-value	Interpretation
Administrative skills	3.31 (Greatly Needed)	2.70 (Needed)	3.17 (Needed)	3.07 (Needed)	.16	ns
Communication skills	3.28 Greatly Needed)	2.83 (Needed)	3.33 (Greatly Needed)	3.03 (Needed)	.30	ns
Customer service	3.38 (Greatly Needed)	2.92 Needed)	3.37 (Greatly Needed)	2.96 (Needed)	.17	ns
Health and safety	3.35 (Greatly Needed)	2.93 (Needed)	3.29 (Greatly Needed)	2.91 (Needed)	.09	ns
Research competencies	3.21 (Needed)	3.23 (Needed)	3.23 (Needed)	3.48 (Greatly Needed)	.68	ns
Community extension services	3.26 (Greatly Needed)	2.96 (Needed)	2.97 (Needed)	2.83 (Needed)	.15	ns
Personal Development	3.32 (Greatly Needed)	2.58 (Needed)	3.21 (Needed)	3.10 (Needed)	.17	ns

Legend: ns-not significant, s-significant

In as much as the findings show no difference in the professional and learning needs of the non-teaching personnel when compared according to employment status, it is worth noting that there was a significant difference reflected in specific indicators under the areas of administrative skills, customer service, health and safety, and personal development. The discrepancies may again be attributed to individual self-efficacy of the employees, which influences their perceived belief of abilities and

performance or efficiency (Feldman, 2020).

Motivations of the non-teaching personnel in their job performance

Motivation is generally defined as the psychological forces that determine the direction of a person's level of effort, as well as a person's persistence in the face of obstacles (HR Magazine, 2010). In the workplace, employee motivation is considered significant due to its centrality to an employees' quality of life, turnover, employee satisfaction, and engagement (Taylor, 2015). More so, motivated employees help in the achievement of organization goals (Burton, 2012).

It can be gleaned from Table 8 that among the motivational factors, the statement which refers to having good working relationships with colleagues had the highest average mean (M=3.71, SD=.51). This implies that the nonteaching personnel puts a premium on the harmony experienced among co-employees to have an excellent job performance. This finding is corroborated by Maslow's hierarchy of needs, which suggests that each individual has a pervading need for a sense of belongingness, hence having the desire to obtain and give affection to others (Feldman, 2020). Seligman's Positive Emotion supports this, Engagement, Relationships, Meaning, and Achievement model (PERMA), which proposes that meaningful and positive relationships in the workplace create a better working environment (Burton, 2012).

Table 8.

Motivation factors to display an excellent job performance

Motivational Factors	WTD MEAN	SD	Descriptive Interpretation
1. Recognition in terms of compliments and certificates due to good job performance.	3.39	.67	Greatly affects excellent job performance
2. Higher responsibilities or leadership after completion of training or graduate school.	3.34	.74	Greatly affects excellent job performance
3. Higher responsibilities or leadership due to good job performance.	3.33	.76	Greatly affects excellent job performance
4. Monetary rewards due to good job performance.	3.59	.63	Greatly affects excellent job performance
5. Better salary after completion of training or graduate schooling.	3.59	.73	Greatly affects excellent job performance
6. Better benefit package after completion of training or graduate schooling.	3.61	.68	Greatly affects excellent job performance
7. Provision of professional development opportunities (e.g. scholarships, trainings)	3.66	.60	Greatly affects excellent job performance
8. Good job design (given tasks fit educational qualification and work experience)	3.61	.56	Greatly affects excellent job performance
9. Good working relationship with colleagues.	3.71	.51	Greatly affects excellent job performance
Overall Mean	**3.54**	**.65**	**Greatly affects excellent job performance**

Table 8 further shows that being given higher responsibilities or leadership due to good job performance had the least average mean (M=3.33, SD=.76). This implies that though being assigned additional responsibilities motivates excellent job performance, it has a lesser influence than other motivational factors. In contrast, the study conducted by Burr & Cordery (2001) suggests that the freedom to choose one's method of working, the amount of responsibility an employee is given, the opportunity to use one's abilities and the amount of variety in one's job and the recognition one gets for good work gives an overall source of intrinsic motivation to perform well and be satisfied at work. On the other hand, Taylor (2015) suggests that prime among the motivational factors among employees to excel at work is the organizational culture. When the organizational culture is in place, it will supersede all other contributing motivational factors.

Conclusion

Having considered the research findings, the non-teaching personnel of the University of Baguio has varying professional and learning needs in the areas of customer service, health and safety, personal development, administrative skills, communication skills, research competencies, and community extension services; which are essential in effectively carrying out their jobs. Therefore, this implies that crafting a training and development program to address these identified needs would promote high job performance and satisfaction.

Further, the female non-teaching personnel identified that they have a great need to be trained in communication skills, customer service, research competencies, and personal development as compared to their male counterparts.

On the contrary, the age, employment status, and job classification of the nonteaching personnel do not have any bearing on the identified professional and learning needs. Hence, the professional and learning needs the non-teaching personnel have identified experienced at similar degrees, regardless of how old they are, their status in the University, and the uniqueness of their jobs' tasks and duties.

Then when it comes to motivation, the non-teaching personnel saw the various motivational factors in the work environment as factors that enhance excellence in job performance. In as much as a professional and learning development plan that advocates a culture of life-long learning and integrates the concept of skills training, talent management, and employee engagement is proposed; assessing what the University is currently able to provide for the non-teaching personnel concerning the identified professional and learning needs and motivation to work excellently would be one of the next steps to be made before the actual crafting of the program.

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