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Title: WORKPLACE COMPETENCIES OF PUBLIC SECONDARY SCHOOLS’ NON-TEACHING STAFF: BASIS FOR AN ENHANCEMENT PLAN
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Abstract: This study determined the level of workplace competencies of public secondary schools non-teaching staff in the Schools Division of Ilocos Norte.

The descriptive-correlation research design was followed adapting the research instrument of Rainsburry et al (2002). Eighty six non-teaching staff in the Schools Division of Ilocos Norte were the respondents of this study.

Frequency count, percentage, weighted mean and Pearson r were used to analyze and interpret the data gathered.

The following were the salient findings of the study:

The predominantly female non-teaching staff of the public secondary schools in Ilocos Norte are middle adults, mostly married, commonly occupying Administrative Assistant position, college graduates/college graduate with masteral units, had been in the government service for six to 10 years, and almost all of them are permanent in employment status. Majority of them had not attended trainings.

The respondents indicated that they perceive all the hard skills and soft skills as very much important and that they possess the hard skills and soft skills to a great extent.

Analytical thinking was perceived as the most important hard skill while organizational awareness obtained the lowest rating in terms of importance but still was perceived as very much important. Likewise, the soft skill ability and willingness to learn was perceived as the most important while initiative was rated lowest in terms of importance but still was perceived as very much important.
As to the extent of possession of the workplace competencies, the respondents indicated that they possess to a great extent all the seven hard skills wherein the greatest extent of possession was noted along written communication skill while the lowest was recorded on the hard skill, organizational awareness.

Along soft skills, all of the 16 skills are possessed by the respondents to a great extent. The soft skill customer service orientation was rated the highest while the soft skill developing others was the lowest.

As regards correlation between the profile of the respondents and the perceived importance of the hard skills, there was no significant relationship noted.

The educational attainment of the respondents was found to be directly related to their perceived importance of directiveness. The higher the educational attainment of the respondents the higher is their perceived level of importance of this soft skill.

The respondents’ position title is negatively correlated to their perceived level of importance of the soft skill self-control indicating that the respondents occupying lower positions have greater self-control than those occupying the higher positions.

On the other hand, computer literacy is the only hard skill that has a correlation with the profile of the respondents along the extent of possession of the workplace competencies. It is negatively correlated to age and length of service implying that the younger the respondent and the shorter the length of their service, the higher is their extent of possession of the computer skill.

The respondents’ sex, civil status, position title, educational attainment, employment status, and trainings and seminars attended do not influence their extent of possession of the hard skills.

Finally, there was no significant relationship obtained pertaining to the correlation of the profile of the respondents and their extent of possession of the soft skills.