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Job Satisfaction of Non-Teaching Its Relationship to University Policies and Leadership Styles Linked to Their Performance: Based for Proposed Program

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Abstract: ***This study endeavored to determine work competence and job satisfaction of non-teaching personnel at Taguig City University and to formulate a proposed training program.***
A total of one hundred twenty-one (121) non-teaching staffs as respondents was drawn using purposive sampling technique. It employed descriptive method of research with emphasis on survey method using a researcher-made instrument. Further, it sought to answer the questions on demographic profile, work competence, and level of job satisfaction. The frequencies, percentages, weighted means, ANOVA, and chi-square were the statistical measures utilized.
Results revealed that there was only a slight difference as to their sex due to very close interval. Half of the respondents are college graduate and most of them have a casual employment status with the range of 1-3 years in service.
The study also found out that work competence level of non-teaching personnel was competent when it comes to oral, written communication and information communication technology. Also, they are highly competent when it comes to work ethics. On the other hand, job satisfactions of non-teaching personnel are highly satisfied in supervision, nature of work, interpersonal relationship and commitment.
Furthermore, results showed that age affects the work competence level in terms of information and communication technology, work ethics and written communication while the civil status affects their work competence level in oral communication, written communication and information and communication technology. However, level of work competence in terms of information and communication technology, oral communication, written communication and work ethics do not depend on their sex. Also, their level of work competence in terms of oral communication, information and communication technology, work ethics and written communication depends on their educational attainment. Moreover, length of service does not affect their work competence level in terms of written communication, information and information technology and work ethics. But, the work competence in oral and written communication depends on their employment status and among the seven variables on job satisfaction, work competence does not depend on salary.
Keywords: Work Competence, Job Satisfaction, Training Program

I. INTRODUCTION

Non-teaching staff are those employed by school systems who do not serve as classroom teachers. They have to be recognized because they play a vital role in the educational system. They form an integral part with their services that are indispensable in the quest to enhance quality education. Non-teaching personnel should be acknowledged in their respective schools or offices because of their contribution that helps education be more relevant to the needs and aspirations of Philippine Education.

Being competent allows them to perform in work with ease. It gives the ability to impart knowledge to others resulting in satisfaction on the job. Work competence is one of the factors of employee's job satisfaction. It provides a clear idea of what is the expected performance of an employee with a target level of proficiency to achieve competence in a specific field. Furthermore, since employees spend half of their life at work, it is really important that their work would provide pleasure and satisfaction.

Competence refers to the skills and characteristics that enable employees to perform a job. If someone is capable of performing a particular task at a specified degree of proficiency, they are competent. To be competent, they must be able to react to a situation and follow behaviors they have found to succeed in the past. To do this, they must have a repertoire of possible actions to take and training in them. Competency grows with experience and training (Indeed Career Guide, 2019).

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II. METHODS

A. Background of the Study

Tess Umali, vice president for academic affairs, was in charge of the TCU's first operation in 2006-2007. The university's organization and the construction of TCU's main building were two of the period's highlights. Vice mayor George Elias served as TCU's first president from 2007 until 2010. The main structure was finished during his tenure, and the curricular offerings were enlarged. Bro. was in charge of TCU from the beginning of 2010 to the beginning of 2011. Rolando Dizon was a driving force behind the establishment of four schools: Graduate Studies, Education, Arts and Sciences, Engineering, Technology, and Computer Sciences; and Graduate Studies, Education, Arts and Sciences.

B. Theoretical Framework

These theories are relevant and support the researcher's study which is discussed below and provided insight that gives the implication of this theory in the study.

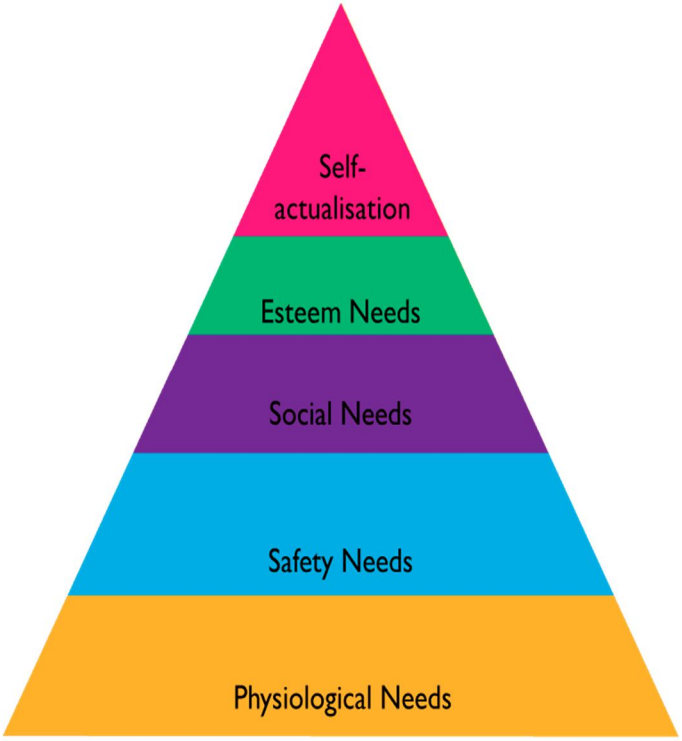

Figure 1. Maslow's Needs Hierarchy Theory

Figure 1 presents the Maslow's Needs Hierarchy Theory. This theory examined the important contributors to job satisfaction proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in Psychological Review.

Physiological, safety, belongingness/love, esteem, and self-actualization are all part of the five level hierarchy of human needs, according to the theory. Maslow's needs hierarchy was created to help people understand why they do what they do. Its main tenants, on the other hand, are applicable to the workplace and have been used to explain job happiness.

Financial compensation and healthcare are two perks that assist employees to achieve their basic physiological demands while working for a firm. Employees' physical safety in the workplace, as well as job security, might be indicators of safety needs. When this is met, staff can concentrate on feeling good. Despite the fact that they belong in the job. This can take the form of positive workplace connections with coworkers and managers. After being satisfied, the employee will desire to feel valued and respected by their coworkers and their employer. The employee wants self-actualization in the final step; they must grow and develop to become whatever they are capable of being.

C. Conceptual Framework

The researcher conceptualized an Input-Process-Output system which serves as the direction of the research as presented below.

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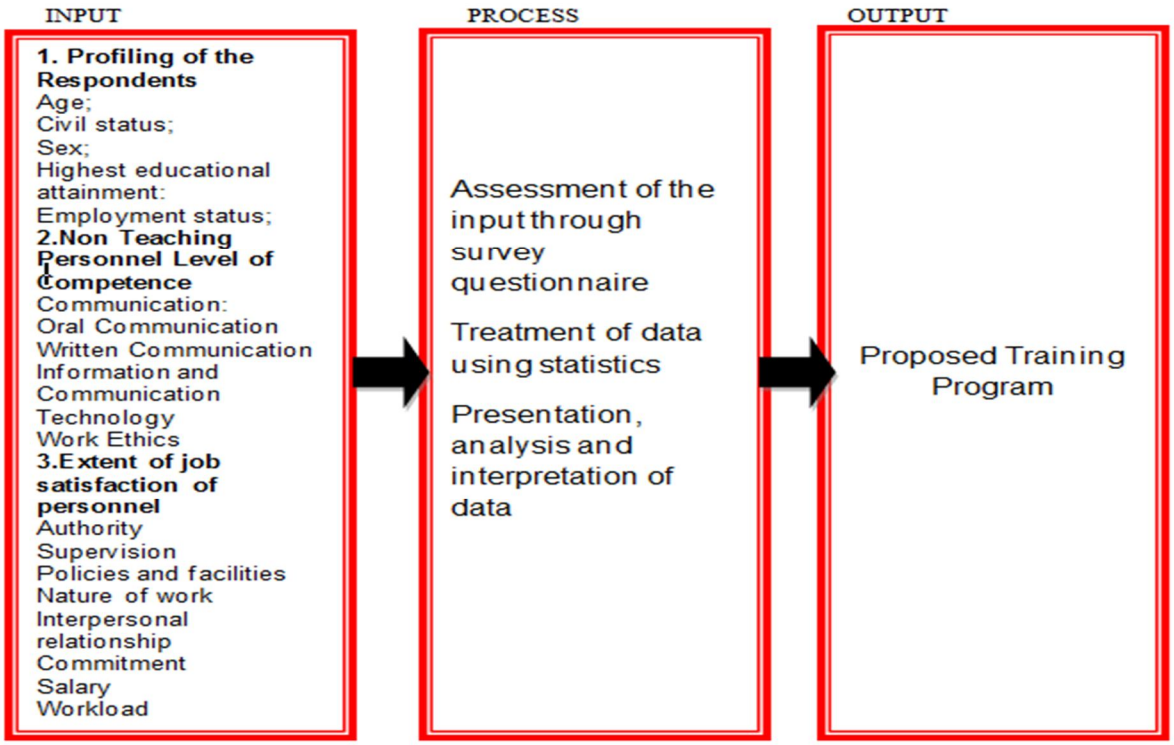

Figure 4

D. Research Paradigm of the Study

Figure 4 conveys the relationship among I-P-O system of the research study. The system starts with INPUT which contains the data obtained from the demographic profile of the non-teaching personnel in terms of age, civil status, sex, highest educational attainment, employment status, year of service, department and the level of competency and job satisfaction of non-teaching personnel at Taguig City University.

The PROCESS explains how the input will process through survey questionnaires. The data was treated using statistics for presentation, analysis and interpretation of data.

Lastly, the OUTPUT displays the researcher's proposed training program for the employee based on the level of competency and with the extent of job satisfaction of non-teaching personnel.

Statement of the Problem

The study aimed to determine the level of work competence and job satisfaction of non-teaching personnel of Taguig City University.

Specifically, it sought answers to the following questions:

1) What is the demographic profile of the respondents in terms of:
a) Age;
b) Civil status;
c) Sex;
d) Highest educational attainment: specialization/course/program;
e) Employment status; and
f) Year of service

2) What are the non-teaching personnel's levels of competence with regard to the following areas:
a) Communication;
b) Oral Communication
c) Written Communication
d) Information and Communication Technology; and
e) Work Ethic?

3) Is there significant difference between the work competence level of the respondents when they are grouped according to their profile?
4) What is the extent of job satisfaction of the non-teaching personnel with regard to the following areas:
a) Authority
b) Supervision
c) Policies and facilities
d) Nature of work
e) Interpersonal relationship
f) Commitment
g) Salary
h) Workload

5) Is the job satisfaction significantly associated with the work competence level of the respondents?
6) Based on the findings of the study, what recommendation can be provided to come up with a proposed training program?

E. Hypotheses

1) There is no significant difference between work competence level of non-teaching personnel when they are grouped according to their profile.
2) There is no significant difference between non-teaching job satisfaction when associated with their work competence.

F. Scope and Limitations of the study

This primarily focused on the employees' work competence and job satisfaction of non-teaching personnel of Taguig City University to be the basis for the development of proposed training program for their development. This covers only the one hundred thirty-one full-time non-teaching personnel (COS, Job Order, Casual, Contractual and Regular) second semester, school year 2019-2020.

G. Research Method Used

To attain the objective of the study, the present study used descriptive method of research. The method of research was utilized by the researcher with the use of researcher-made questionnaire.

H. Population and Sampling

The purposive sampling technique was used by the researcher to get a sample on this study. There are one hundred thirty-three (133) non-teaching personnel of Taguig City University. Of the said figure, one hundred twenty-one (121) non-teaching will be taken as samples for this study.

I. Respondents of the Study

The respondents of this study are one hundred twenty-one (121) from contract of service (COS), job order, casual and contractual full time non-teaching personnel under the management of Taguig City University (TCU) of different department as of the second semester of school year 2019-2020.

J. Instrumentation

The researcher used a researcher-made questionnaire. This was developed by the researcher to evaluate or assess the work competence and job satisfaction of non-teaching at Taguig City University and validated by three professors of MAEd program.

K. Data Gathering Procedure

The said research was completed by undertaking series of steps and processes. Firstly, the researcher asked for the approval of the research title and crafting the statement of the problem appertaining thereto, the researcher handed in duly signed request letters seeking permission to conduct the study addressed to the proper authorities.
When the permission was granted, the researcher requested the Human Resource Department/Office for the list of non-teaching personnel as of the second semester school year 2019-2020 to determine the actual number of respondents.

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Then, the researcher personally distributed and administered the questionnaires to the respective respondents to different department of non-teaching under Taguig City University. After the retrieval of the survey questionnaires, the data were collected, tabulated, analyzed and interpreted.

L. Statistical Treatment of Data

This study employed the gathered data instrument, which is researcher-made questionnaire answered by the non-teaching personnel. Data were collected, tabulated and statistically treated using frequency, percentage, weighted mean, Anova and Chi –Square.

Arbitrary Scale of Values

The Researcher used the 4.0 likert scale where in the work competence of the non-teaching personnel of TCU was rated using the following scale below with the intended qualitative descriptions.

Range of Means	Description
3.25 – 4.0	Highly Competent
2.50 – 3.24	Competent
1.75– 2.49	Less Competent
1.00 – 1.74	Not Competent

The job satisfaction of the non-teaching personnel of TCU was rated using the following scale below with the intended qualitative descriptions.

Range of Means	Description
3.25 – 4.0	Highly Satisfied
2.50 – 3.24	Satisfied
1.75– 2.49	Slightly Satisfied
1.00 – 1.74	Not Satisfied

III. RESULT

Summary

This study focused on the work competence and job satisfaction of non-teaching personnel of Taguig City University to an input for proposed training program.

To attain the objectives of this study, the researcher used the descriptive research method. Descriptive research design was utilized with the emphasis on researcher-made questionnaire to gather information on prevailing conditions or situations for the purpose of description and interpretation that include analysis, comparison and identification of trends and relationships.

There were one hundred thirty-three (133) from contract of service (COS), job order, casual, contractual and regular non-teaching personnel under the management of Taguig City University (TCU) of different department as of the second semester of school year 2019-2020. The purposive sampling technique was applied by the researcher to get a sample size of one hundred twenty-one.

This study employed the gathered data instrument, which is researcher-made questionnaire answered by the non-teaching personnel. Data were collected, tabulated and statistically treated using frequency, percentage, weighted mean, Anova and Chi –Square.

IV. DISCUSSION

A. Findings

Work Competence Level of Non-teaching personnel

The respondents are competent when it comes to oral and written communication with 3.10 and 3.18 over-all mean. It also revealed that employees are competent when it comes to information communication technology and competent when it comes to work ethics that results to 3.44 over-all mean.

Job Satisfaction of non-teaching personnel

Non-teaching personnel are highly satisfied in Supervision (3.32 over-all mean), Nature of Work (3.30 over-all mean), Interpersonal Relationship (3.34 over-all mean) and Commitment (3.44 over-all mean).

On the other hand, results showed that they are satisfied when it comes to Authority (2.98 over-all mean), Policies and Facilities (3.02 over-all mean), Salary (2.67 over-all mean) and Workload (3.21 over-all mean).

Significant relationship between the work competence level of the respondents when they are grouped according to the following profile:

1) Age

There is a significance difference between the work competence level of respondents in terms of information and communication technology, work ethics and written communication when they are grouped to their age because the null hypothesis is rejected. Age affects their work competence level in information and communication technology, work ethics and written communication.

2) Civil Status

There is a significance difference between the work competence level of respondents when they are grouped to their civil status because he null hypothesis is rejected. The civil status affects their work competence level in oral communication, written communication and information and communication technology.

3) Sex

There is no significance difference between their work competence level in terms of all the variables because the null hypothesis is accepted. It can be implied that their level of work competence in terms of information and communication technology, oral communication, written communication and work ethics do not depends on their sex.

4) Educational Attainment

There is significance difference between their work competence level in terms of all the variables since the null hypothesis is rejected. This implies that their level of work competence in terms of oral communication, information and communication technology, work ethics and written communication depends on their educational attainment.

5) Length of Service

There is no significance difference between the work competence level of respondents when they are grouped to their length of service. Length of service do not affect their work competence level in terms of written communication, information and information technology and work ethics since the null hypothesis is accepted.

6) Employment Status

There is no significance difference between the work competence level of respondents when they are grouped to their employment status. Work ethics and information and communication technology do not affect their work competence level since the null hypothesis is accepted.

Job satisfaction significantly associated with the work competence level of the respondents.

7) Oral Communication

There is significance relationship in supervision, nature of work, policies and facilities, interpersonal relationship, workload, commitment and authority of job satisfaction and the work competence level in terms of oral communication. It means that their level of work competence in terms of oral communication depends on in the said job satisfaction because the null hypothesis is rejected.

8) Written Communication

There is significance relationship between authority, policies and facilities, supervision, workload, personal relationship, nature of work and commitment of the job satisfaction and the work competence level in terms of written communication. This means that their level of work competence in terms of written communication depends on the said job satisfaction since the null hypothesis is rejected.

However, salary accepted the null hypothesis. It means that there is no significance relationship in the variable salary of job satisfaction and work competence level in terms of oral communication. It also means that their level of work competence in terms of oral communication do not depend on their job satisfaction in salary variable.

9) Information and Communication Technology

There is significance relationship in authority, interpersonal relationship, nature of work, supervision, commitment, workload and policies and facilities of the job satisfaction and the work competence level in terms of information and communication technology. It also means that their level of work competence in terms of information and communication technology depends on the said job satisfaction because the null hypothesis is rejected.

However, salary accepted the null hypothesis It means that there is no significance relationship in the variable salary of job satisfaction and work competence level in terms of information and communication. It also means that their level of work competence in terms of information and communication do not depends on their job satisfaction in salary variable.

10) Work Ethics

There is significance relationship in authority, interpersonal relationship, nature of work, commitment, supervision, workload and policies and facilities of the job satisfaction and the work competence level in terms of work ethics. It also means that their level of work competence in terms of information and communication technology depends on the said job satisfaction because the null hypothesis is rejected.

However, salary accepted the null hypothesis. It means that there is no significance relationship in the variable salary of job satisfaction and work competence level in terms of work ethics. It also means that their level of work competence in terms of work ethics do not depends on their job satisfaction in salary variable.

Non-Teaching Staff Training Program

Theme: "Training Programs: Key to Elevate the Job Competency and Satisfaction of Employees"

Topic/Objective	Activities/Strategies	Time Frame	Person/s Involved	Performance Indicators/ Output
PERSONAL DEVELOPMENT -to enhance competency and satisfaction -to be more productive and effective employee -to motivate and inspire employee -for the employee to feel that they are important in workplace -to enhance personal growth and development	TRAINING ON COMMUNICATION (oral and written) -Grammar -Pronunciation -Public Speaking -Listening skills -Writing Proper TRAINING ON INFORMATION AND COMMUNICATION TECHNOLOGY (specifically in the use of computer softwares) -Microsoft training (word, excel, powerpoint etch.) -Basic knowledge on how to set up computer TRAINING ON FINANCIAL MATTER -Proper financial managing PROBLEM SOLVING -Proper handling of problem -Stress management -Time management	One Day Training Every Topic	-Non-Teaching Personnel -Guest Speaker	-Self awareness -Productivity -Knowledge enhancement -Attitudinal change -Contentment -Certification
ADMINISTRATION/ MANAGEMENT	TRAINING ON:	One Day	Administrator/ Manager/ Supervisor/	Improvement on the

(HUMAN RESOURCE MANAGEMENT) -to develops, formulates, and executes proper and effective policies, rules and regulations for the development of the institution and the employee. -to establishes a sound recruitment and selection system within the organization. -to administers the position, classification and compensation system	-Knowing the strength and weaknesses of employees (proper distribution of work load) -Proper recruitment and selection -Effective policy making -Fair compensation (salary for the employee) -Knowing the needs of the people -Planning events for the development and enjoyment of the employee -Planning events for the development and enjoyment of the employee -Understanding needs of Employees -Safety of Employees (facilities)	Training Every Topic	Human Resource Management Office	output from employee -For the satisfaction of employee -For the employee to build trust on the administration -To have good communication between employee and management -Revise TCU Policy Manual

V. CONCLUSIONS

Based on the findings, the following conclusions were arrived:

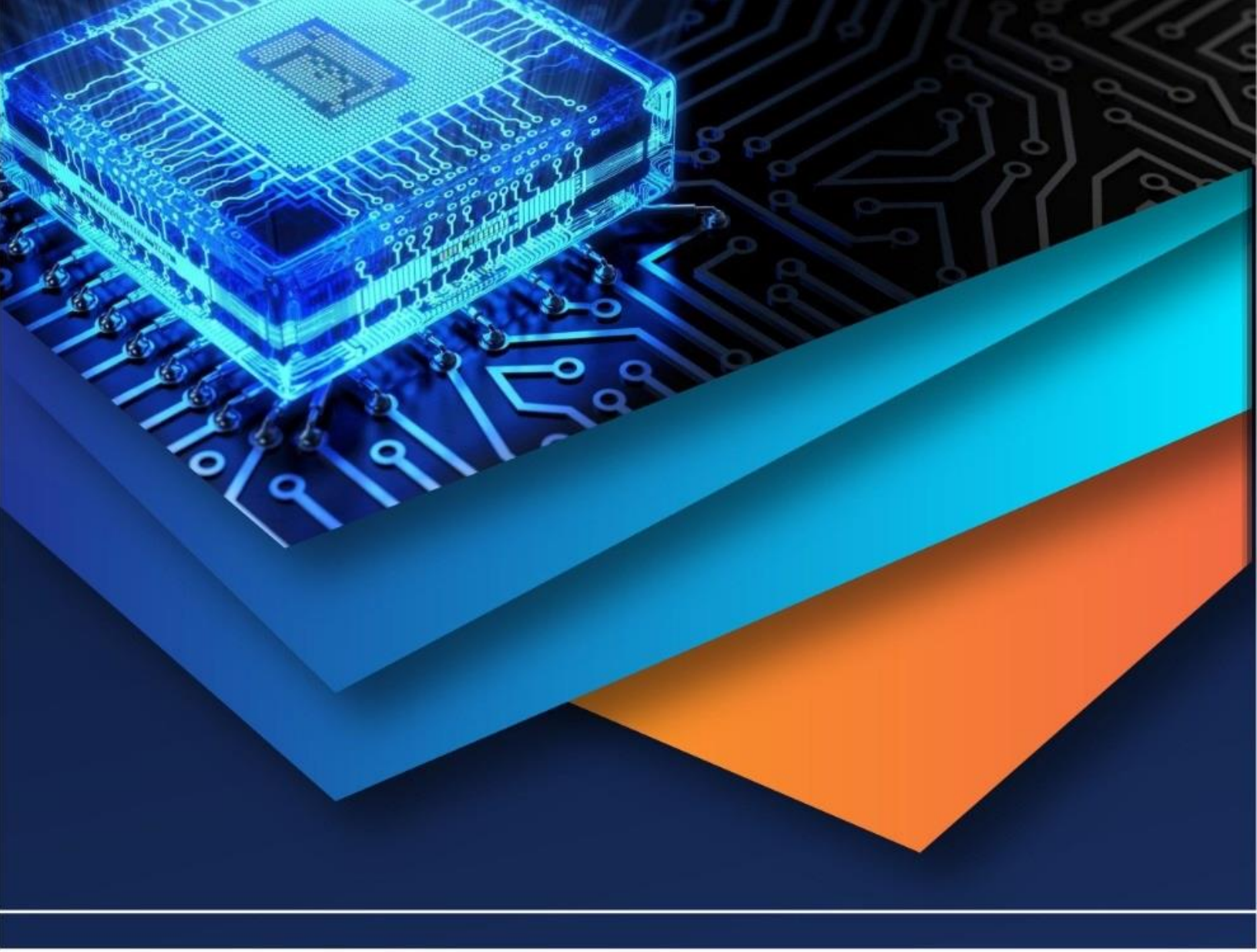
For the work competence, most of the non-teaching personnel are just competent. It is clear and evident that the respondents are competent in oral communication, written communication, and information and communication technology.

For the difference of work competence when they grouped according to their profile, age affects their work competence level in information and communication technology, work ethics and written communication. While the civil status affects their work competence level in oral communication, written communication and information and communication technology. However, level of work competence in terms of information and communication technology, oral communication, written communication and work ethics do not depends on their sex. Also their level of work competence in terms of oral communication, information and communication technology, work ethics and written communication depends on their educational attainment. Work competence in oral and written communication depends on their employment status. Work competence in oral and written communication depends on their year of service.

For the extent of job satisfaction of the non teaching personnel, change in the management of the institution is needed because most of the results are just satisfied when it comes to managerial matters or about the duties and responsibilities of the management or the authority. Policies can be enhance and make as more focus on the employees' improvement and satisfaction. Facilities need improvement to make the employees highly satisfied, more comfortable and feeling safe with regards to that matter.

For the Job satisfaction when associated with the work competence level of the respondents, level of work competence in terms of oral communication, written communication, information and communication technology and work ethics are depending on the supervision, nature of work, policies and facilities, interpersonal relationship, workload, commitment and authority of the respondents' job satisfaction. However, it is cleared that given competence do not depends on salary of respondents.

Recommendation proposal and proposed training program should be considered for professional growth, service activities and any potential areas of improvement.



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