

Computer Competencies And Work Performance Among Non-Teaching Personnel In The Schools Division Office Of Rizal

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Abstract: The study aimed to determine and evaluate computer competencies and work performance among non-teaching personnel in the Schools Division Office of Rizal for year 2015-2017. The subject of the study were the one hundred twenty three (123) non-teaching personnel in the schools division office of Rizal. The study utilized the descriptive method of research utilizing survey design with the aid of researcher-made questionnaire checklist. In addition, documentary analysis and questionnaires was used to gather data and to analyze the performance practiced and operating in the Division of Rizal. The findings revealed that all of the non-teaching personnel of the schools division office of the Division of Rizal have moderately competent technology operations and concepts, social and ethical skills, and professional skills. There is a significant relationship between the assessment of the clientele and the non-teaching personnel. Majority of the non-teaching personnel attained a very satisfactory performance for there is still a room for improvement need. The hindrances met are generational / age differences of the employees within the organization while this is followed by outdated and inadequate tools, equipment, software and supplies. The output of the study is a proposed training program for non-teaching personnel.

Keywords: computer competencies, ICT, non-teaching personnel, work performance

1. Introduction

Over the last few years, information technology's impact on society has become monumental. It is clear that in the coming decades, information and communication technologies (ICT) will affect and reshape most parts of the workplace. ICT is best viewed as a catalyst that can speed up current trends, or alternatively contribute to a shift towards sustainable development of work in the Philippines. In this scenario, this emphasized the need for more skilled ICT workers. The importance of critical thinking in solving problems, creativity and innovation as well as collaboration in dealing with complex issues and the advancement in ICT competencies will become one of the most essential skills of an employee. Hence, failure to comprehend the intrinsic value of the same will leave an employee behind. Familiarity and awareness of the benefits one can derive from the proper utilization of the computer technology is an advantage in itself that must be possessed by an employee. This is a challenge posed in Schools Division Office of Rizal and is in the process of ISO Certification for it must be ready to modify methods and policies to conform to the new knowledge and changes in the environment. The Division of Rizal is one of the largest schools division in CALABARZON. Located at DepEd Building Cabrera Road Brgy. Dolores Kaytikling Taytay, Rizal 1920. DepEd Rizal is with the motto "We make great things happen" and "Service is our lifestyle and continuous improvement is our way of life." Moreover, all units of government in Rizal Province give its full support for achieving higher educational performance evidently the continuous construction of school buildings in elementary schools and high schools. This is the very reason why the study will be undertaken since computerization became the focal qualification for global competitiveness and it is seen to be a must for every individual in the province. In order to attain this, computer competency for employees in the SDO and an understanding of computers combined with the ability to

use them effectively and efficiently is vital. Sometimes, ICT are taught unjustifiably to demand deep technical knowledge or proficiency in mathematics and electronics. In actuality, computers like any other discipline inspire different levels of expertise. Information and Communication Technologies (ICTs) in the workplace are increasingly connecting employees. This ICT connectivity has mixed effects on individuals' work productivity and it raises ongoing concern. Today, most of the division office non-teaching personnel of Schools Division Office of Rizal have laptops or computers to help them in their tasks in terms of encoding documents, preserving records, computation of salaries and browsing the internet. Other personnel prepare presentations of their report using their computers. As observed by the researcher, some, if not most of the personnel have minimal computer know how. At its most basic level, technology allows employees to be more productive and efficient. The Schools Division Office of Rizal must then have sustainable program for computer literacy for the non-teaching personnel, notwithstanding the presence and availability of resources to provide and support a sustainable and sufficient means of interjecting knowledge to concerned non-teaching personnel of the said office relative to computer knowledge advancement. It is then a need for the SDO to utilize sustainable training programs for workers and for employee development initiatives. The researchers believes that the study will be beneficial to the respondents' computer competency and work performance levels. In such government offices, ICTs are used to promote openness in the government as well as a platform for citizens to report on anomalous government activities for the purpose of reducing corruption and in promoting efficiency. ICT competencies will be valuable for developing computer literacy and work performance development programs with the end view of addressing the obvious ineptitude of the said concerned non-teaching personnel. ICT connectivity can induce both positive and

negative consequences, which in turn has an impact on an individual's work productivity. For instance, ICT connectivity allows for immediate access to information and can enhance decision-making. However, an excessive volume of information facilitated by the use of ICTs can increase job burnout and stress and thus, deter individual work productivity. ICTs impact workplace productivity, which is a critical component of organisational success. As experienced by the researcher, when poor back-up strategies in ICT are employed, sometimes the critical data lost can be unrecoverable. This must be addressed accordingly to expedite services from the SDO and to facilitate soft and hard documents properly. Furthermore, the challenging demands of the 21st century pertaining to science and technology has obviously exposed the deficiencies of the abovementioned personnel with respect to computer knowledge. The ICT competencies includes applications and services for ensuring transparency, improving efficiency, strengthening citizen relations, making need-based initiatives and allocating public resources efficiently. A debilitating deficiency that has to be immediately addressed so that the Schools Division Office of Rizal will not be left behind in terms of technological advancements in the workplace. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. The major barriers were lack of software manipulation, low speed internet, lack of proper training skills, unavailability of latest ICT equipment, and lack of expert technical staff. Suggested are made for ongoing professional development of employees with the aim of enhancing the effective and efficient service of the office. It is important for employees and policy makers to understand the barriers and cost-effectiveness of different approaches to ICT use in better service. It is the end view of this research to create a long lasting positive impact on the advantages that one can derive from a government entity espousing computer technology as one of its pillars for development.

2. Literature Review

According to Weber (2012) defines computer technology skills and competencies as a set of technology competencies that most staff need in order to contribute to the overall effectiveness of the organization, whether they are behind the scenes or interacting with the public[1]. Personnel must demonstrate a tasks like connecting machines to networks, changing parts or fixing broken devices. For these complex tasks, many employers hire trained technicians with advanced computer skills. Today, nearly every job requires a basic understanding of computers, and many jobs involve intermediate to advanced computer skills. This can include knowledge of specific software, applications or devices. Also, computer technology skills and competencies help employees to efficiently use computer programs and applications. There are some software skills that employers may consider as

prerequisites to employment. Employers may not include some software skills on job posts under the assumption they are universally understood. For example, many employers may believe all applicants have a basic knowledge of word processing programs, like Microsoft Word It is said that employees must identify computer technology skills and competencies like the use common browsers for accessing the web like the Uniform Resource Locator's (URL), common functions of web browsers, navigation buttons, and troubleshoots connections to internet and network connectivity, and understands how the internet service is provided and who to contact for technical support for example name of internet host, municipal contact. Lastly, downloads and saves files from the Internet, including image, audio and video Downloads e-books and audio books and performs troubleshooting on e-readers and other handheld reading devices. Some common computer skills include, analytics, social media, graphic design, Microsoft office, spreadsheets, email communication, and data visualization. Certain computer technology skills and competencies are more commonly desired in different fields. Computer technology skills and competencies include operating systems. An operating system is the software that supports and manages a computer's basic functions. Although there are many different operating systems, most employers use either Windows or Mac OS. If an employee have more experience in one or the other, it may be helpful to spend some time learning the basics of the other operating system. Employees can often find both systems on computers and employees may also be able to learn on the job as well. Computer technology skills and competencies are composed of various collaboration and productivity tools, like Microsoft Word, Outlook and Excel. Knowing how to use these applications can help employees perform tasks on the job. Word processors, such as Microsoft Word or Google Docs, are among the most commonly used productivity tools. They are writing programs used to help produce digital documents. Employers often assume that most applicants know how to use word processing programs. If an employee find unfamiliar with how to use word processors, it may be helpful to spend time researching the basic skills required to use these programs. Employees may also want to practice navigating the most common features of these applications. Google Docs is a free word processor that employees can access online for practice. On the other hand, Venkateshet. al.(2010) pointed that incoming personnel at public service are expected to demonstrate competency and skills in computer technology. [2] This is achieved by passing the Competency Test given by the Human Resource like Computer Technology Competency examination and simulation. Personnel may use the tutorials on this site to strengthen their skills and knowledge. Staff needs in order to contribute to the overall effectiveness of the organization, whether they are behind the scenes or interacting with the public. The competency and skills in computer technology of an employee includes presentation skills. Presentations skills are both valuable soft and computer skills. Presentation software is important to have a basic knowledge of in many careers both for organizing and presenting ideas in the office industry, internally and externally. There are several programs employees can use to create presentations,

including PowerPoint, which is the most widely used software across industries. In competency and skills in computer technology spreadsheets are applications used to organize data and other information into tables and quickly calculate numbers. Spreadsheets can also be used for advanced data analysis. Some employers may expect employees to possess basic working knowledge of spreadsheet software. As Entorf and Kramarz (2011) stressed that personnel entering the workforce are expected to have basic computer technology skills and competence on either Macintosh or Windows computer systems, in the following areas: operating systems, word processing, and graphics, a general theoretical understanding of how computers work, electronic mail, file transfer, information retrieval, scanning and Web publishing. Non-teaching personnel who do not meet the competence requirements must arrange to study independently to make up their deficiencies before entering the work place. [3] These skills are necessary for successful participation human resource. The rapid rate of computerization in the workplace since the beginning of the microprocessor revolution has seen public industry service striving constantly to maintain a computer-literate workforce in an ever-changing workplace. In addition to capital investment in computer equipment and software, public office had come to realize the competitive advantage stemming from employees with up-to-date computer skills. Formal training alone, however, does not capture the full extent to which employees need to adapt to increasing deployment of computer equipment and software in the workplace. Informal training, in the form of mentoring from supervisors or peers, self-study, and learning-by-doing plays a significant role in most organizations. For Rose (2013) non-teaching personnel should understand how computers all work the same way that leads to computer technology skills and competencies. In other words, they have a theoretical understanding of computers at a level that helps them solve day-to-day problems [4]. They should understand the basic classifications for functional components for computer systems: Peripherals: input devices for humans, output devices for humans, secondary storage, communications devices; Internal components: Random Access Memory (RAM), Read-Only Memory (ROM), Central Processing Unit (CPU); information flows between and among these components; know basic functions of the operating system; know how computers execute programs compiled versus interpreted. And also, be able to solve many day-to-day problems when things do not work like they are supposed to realize when a problem cannot be personally solved and an expert should be consulted. Alongside with basic knowledge of spreadsheets, having data visualization skills might also be helpful in a data-heavy role. Many data visualization tools are built into the spreadsheet programs like Excel, while some others, such as Tableau or Datawrapper, allow you to take data from spreadsheets for more advanced visualization and analysis. Data visualization is growing in popularity as data analysis becomes more important for businesses, making this a good computer skill to learn. There are several informal training methods which are used in the workplace to upgrade employee skills, and awareness of the importance of informal training has been increasing in recent years. Of particular interest is the

concept of self-directed learning (SDL), a term that encompasses a variety of methods through which employees upgrade their skills using structured self-study techniques and pace themselves through the training program. This is similar in the contention of Carbo (2013) said that employees in office settings, and on the road as well, must possess basic computer technology skills and competency to perform their job duties. [5] It is especially important for offices to hire office staff that is fully computer literate to reduce training costs and maximize productivity. A computer competency checklist on hand when reviewing resumes and interviewing job applicants can identify candidates with the strongest computer skills. Using a checklist to develop job applicant assessments tests can go even further to ensure the management find the most productive employees. The level of computer skills and competency is an important variable in a number of settings. Self-reported computer literacy provides some insights on the different attitude towards adopting new changes in the work place, as they relate to technological progress and advance; and computer technology skills and competency as basic computer skills that individuals have.

3. Research Objectives

This study determined the relationship between the computer competencies and work performance among division office non-teaching personnel in the Schools Division of Rizal. Specifically, it sought answers to the following questions:

1. As assessed by the clientele and the non-teaching personnel themselves, what is their level of computer competencies in the following dimensions:
 - 1.1. technology operations and concepts;
 - 1.2. ICT social and ethical skills; and
 - 1.3. ICT professional skills?
2. How do the assessments of the two groups compared?
3. What is the level of work performance of the non-teaching personnel?
4. What hindrances met in the developing and applying their computer competencies?
5. Based on the data analysis, what training program may be prepared?

4. Methodology

The study utilized the descriptive method of research utilizing survey design with the aid of researcher-made questionnaire checklist. The research study will be limited to the level of the descriptive survey research design will be employed since the study aims to determine the relationship between computer competencies and work performance of the respondents. In addition, documentary analysis and questionnaires was used to gather data and to analyze their performance practiced and operation in the Division of Rizal Province. The respondents of this study were the one hundred percent of the employees of the Schools Division Office of Rizal Province, Philippines. This consists of 123 division office non-teaching personnel. No sampling technique was done as the total population of the non-teaching personnel were used as respondents. On the other hand, the clientele were selected through snowball sampling technique for the clients come and go at the office based on their concern and

transactions. There was a total of seventy seven (77) clientele considered respondents of the study.

5. Results and Discussions

Based on the data obtained, the following were the findings of the study.

1. Level of computer competencies. The level of computer competencies were assessed in terms of technology operations and concepts, social and ethical skills, and professional skills.

1.1 Technology Operations and Concepts. Technology Operations and Concepts is the capability of the non-teaching personnel to utilize computers and related technology efficiently and effectively. The level of computer competencies and work performance in technology operations and concepts as assessed by the clientele and non-teaching personnel was determined in this part of the study. The data are presented in Table 1. The clientele assessed the computer technology operations

and concepts with a composite mean of 3.06 and 2.84 weighted mean for the non-teaching personnel. As shown in the table, 3.36 weighted mean was attained by sending and receiving emails with attachments, manage emails and use LAN and Web-based mail services with a verbal interpretation of moderately competent. It can be deduced from the result that managing email and use of LAN and Web-based mail services serves as an effective way to send one-way messages or engage in two-way interaction. When employees send *emails* to colleagues or clientele, the recipients can access and respond to the email when they have a chance. The findings is similar to Motowildo and Schmit that workplace communication with managing email and use of LAN and Web-based mail services is very important to public organizations because it allows organizations to be productive and operate effectively [6]. Employees can experience an increase in morale, productivity and commitment if they are able to communicate up and down the communication chain in an organization.

Table 1: Level of Computer Competencies relative to Technology Operations and Concepts

Items	Clientele		Non-Teaching Personnel	
	WM	VI	WM	VI
1. Identify and define the functions of the main components of the computer as well as the computer peripherals.	3.04	MC	3.07	MC
2. Configure computer settings of various software and hardware.	2.60	MC	2.64	MC
3. Organize and manage computer files, folders and directories.	3.14	MC	3.08	MC
4. Use online and offline help facilities for troubleshooting, maintenance and update of applications.	2.68	MC	2.89	MC
5. Use word processor to enter and edit texts and messages.	3.33	MC	2.95	MC
6. Use calculation spreadsheets to enter data, sort data and format cells into table.	3.17	MC	2.89	MC
7. Enhance slide presentations by adding sound, animation and images.	3.23	MC	2.79	MC
8. Send and receive emails with attachments, manage emails and use LAN and Web-based mail services.	3.36	MC	3.20	MC
9. connect to the internet via dial-up, LAN or Wifi;	3.33	MC	3.02	MC
10. Connect and use shared printers, shared folders and other devices within a network.	3.14	MC	2.79	MC
11. Protect the computer from virus, spyware, adware, malware, hackers.	3.01	MC	2.54	MC
12. Stitch together video footages and sound tracks and adding simple enhancements-transitions and titles.	2.71	MC	2.25	MC
Composite Mean	3.06	MC	2.84	MC

Legend: MC = Moderately Competent

1.2 Social and Ethical Skills.

The social and ethical skills are based on organizations core values of service. These are necessary to in work organizations in a way that accounts for the welfare of people and of the environment. The level of computer competencies and work performance in social and ethical skills as assessed by the clientele and non-teaching personnel was determined in this part of the study. Table 2 presents the level of computer competencies relative to ICT social and ethical skills as assessed by the clientele and non-teaching personnel. The clientele assessed the social and ethical skills with a composite mean of 3.05 n and 2.85 mean for the non-teaching personnel. The data on the table reflect that level of computer competencies relative to ICT social and ethical skills as assessed by the clientele attained the highest. Based on the gathered data 3.25 weighted mean by the clientele was obtained by show respect for privacy and cyber etiquette, phone

etiquette and similar use of various technology which is considered the highest. It can be deduced that respect for privacy and cyber etiquette, phone etiquette can save the organization and employees from many repetitive mistakes in the workplace and duplication of work task to be accomplished in the organization. Employees can spend their day immersed in emails, browsing social media, accessing their phones, and surfing the internet, and it is necessary for companies to train their employees in the practices of good respect for privacy and cyber etiquette, phone etiquette. The finding is similar to the claim of Venkateshet. al. that respect for privacy and cyber etiquette, phone etiquettes are showing courtesy and respect to other internet users, just as you would in real life, this means that the use and following golden rules for good etiquette will keep things positive online and reflects the organizational and workplace standard [7].

Table 2: Level of Computer Competencies relative to ICT Social and Ethical Skills

Items	Clientele		Non-Teaching Personnel	
	WM	VI	WM	VI
1. Understand the legal implications of Software Licenses and Fair use.	3.11	MC	2.91	MC
2. Understand and explain the basic concepts of Intellectual Property Rights.	3.17	MC	2.92	MC
3. Differentiate and identify the cybercrime, copyright, trademark, patent of various products.	3.08	MC	2.81	MC
4. Detect plagiarism in work/reports.	3.05	MC	2.51	MC
5. Show respect for privacy and cyber etiquette, phone etiquette and similar use of various technology.	3.25	MC	3.35	MC
6. Monitor how employees use the computer specifically on software, hardware, computer games, and internet activities.	3.09	MC	2.68	MC
7. Promote and implement rules and regulations on proper use of computers.	3.22	MC	2.96	MC
8. Demonstrate proper handling of computer devices and use of application.	3.14	MC	3.04	MC
9. Accurately report malfunctions and problems with software and hardware.	2.71	MC	2.82	MC
10. Help minimize the effects of the digital device by providing access to digital materials for all personnel.	2.71	MC	2.54	MC
Composite Mean	3.05	MC	2.85	MC

Legend: MC = Moderately Competent

1.3. Professional Skills. Professional skills are useful career competencies and abilities required to succeed in the work organization. These skills are learned in school, certification programs, training materials or experience on the job that include proficiency and mastery. The level of computer competencies and work performance in professional skills as assessed by the clientele and non-teaching personnel was determined in this part of the study. The data are presented in Table 3 In composite in terms of professional skills the clientele attained a 2.75 mean while 2.42 mean for the non-teaching personnel. All in all the three variables attained a moderately competent verbal interpretation. It can be deduced from the data that there is still an area for improvement to be done in

professional skills. An individual's professional skills are extremely important in the organizational world. The way that someone cooperates with others utilizing ICT, handles their workload using technology, and acts around the office can determine their success or failure as an employee. The findings are in agreement with Al-Awawdeh that special skills and strong basic skills are demanded from the potential employees. It is important, that the ICT and employees can cope with stress and pressure. [8] Professionalism using ICT is very important tool to determine *ICT professional skills* and generic skill sets that is required to work at a certain level of responsibility within the organization.

Table 3: Level of Computer Competencies relative to ICT Professional Skills

Items	Clientele		Non-Teaching Personnel	
	WM	VI	WM	VI
1. Join online communities, subscribe to relevant mailing lists and online journals.	3.08	MC	2.81	MC
2. Review new and existing software for work.	2.69	MC	2.33	MC
3. Recommend useful and credible web sites to colleagues.	2.95	MC	2.57	MC
4. Follow online tutorials or online degree programs.	3.04	MC	2.54	MC
5. Actively participate in online forums and discussions.	2.71	MC	2.37	MC
6. Share worksheets and templates through course website.	2.58	MC	2.48	MC
7. Provide advice and improve technology systems hardware, software and related concepts for specific applications.	2.66	MC	2.30	MC
8. Engage in ICT related seminars and trainings.	2.79	MC	2.33	MC
9. Develop and control database and other information systems to ensure optional performance.	2.58	MC	2.30	MC
10. Maintain and support databases and other information systems to ensure optional performance and data integrity and security.	2.61	MC	2.36	MC
11. Develop solutions for potential technological problems and needs.	2.58	MC	2.27	MC
Composite Mean	2.75	MC	2.42	MC

Legend: MC = Moderately Competent

2. Comparison of responses between the clientele and the non-teaching personnel. The computed p-values of Technology Operations and Concepts, Social and Ethical Skills and Professional Skills are less than .05 level of significance, thus reject the null hypothesis that there is no significant relationship between the assessment

of the clientele and the non-teaching personnel. Table 4 reflects the test of significant difference of assessments of the clientele and the non-teaching personnel in the technology operations and concepts, social and ethical skills, and professional skills.

Table 4: Comparison on the Level of Computer Competencies

Variable	t_c	p - value	Decision on H_0	Interpretation
Technology Operations and Concepts	0.22	0.009	Reject	Significant
Social and Ethical Skills	0.20	0.026	Reject	Significant
Professional Skills	0.33	0.002	Reject	Significant

3. Level of work performance of the non-teaching personnel. Majority of the non-teaching personnel attained a very satisfactory performance from year 2015-2017 while only 1 non-teaching personnel attained an outstanding performance. Employees are expected to do well in job and work organizations to attain the excellent service. In order to do that, non-teaching personnel need a clear understanding of what is expected of the service to be provided and the skills required in performing the work standard. Table 5 exhibits the level of work performance of the non-teaching personnel. As shown in the table, 110 non-teaching personnel 89.43% attained a very satisfactory performance in the year 2015.

While 116 or 94.31% obtained a very satisfactory performance in 2016 and 103 or 83.74% with the same verbal interpretation of very satisfactory performance, it can be noted that 1 non-teaching employee attained an outstanding performance from the year 2015-2017. In addition, 12 or 9.76% for 2015, 6 or 4.88% for 2016, and 19 or 15.45% for 2017 attained all a verbal interpretation of satisfactory. It can be inferred that based on majority of the work performance of the non-teaching personnel is that the performance exceeded expectations. All goals, objectives and target were achieved above the established standards.

Table 5 Level of Work Performance of the Non-teaching Personnel

Verbal Interpretation	2015		2016		2017	
Outstanding	1	0.81%	1	0.81%	1	0.81%
Very Satisfactory	110	89.43%	116	94.31%	103	83.74%
Satisfactory	12	9.76%	6	4.88%	19	15.45%
Total	123	100%	123	100%	123	100%

4. Hindrances met in the developing and applying their computer competencies. The hindrances met in developing and applying computer competencies are determined in this part of the study. Table 6 reflects the hindrances met in the developing and applying their computer competencies and professional skills. It can be noted from the table that one of the hindrances met in the developing and applying their computer competencies, Generational / age differences of the employees within the organization is the highest. It obtained a 3.19 weighted mean with a verbal interpretation of agree. Generational differences offer all age groups hinder opportunity learn new and better ways to work. Senior employees have gained experience in their professions and industries, and can share this wealth of knowledge with developing professionals. The older generation has also learned that taking risks and making mistakes are good learning tools. On the other hand, younger generations have grown up with technology. The younger generation employees understand how to use the latest tools, and their knowledge and skill gives them a lot to offer their older colleagues. They also demonstrate performing work that is purposeful, integrates with their lives, and provides flexibility. As in any good relationship, it's important to understand each other. That understanding starts when we stop putting people in boxes and learn to embrace differences. Greater age diversity in work groups indeed

makes communication more difficult and hence less frequent because of generation gap. When the organization has an environment conducive for practicing diversity, employees will enjoy all the positive benefits such as motivation, knowledge and skill transfer, creativity and better decision making and thus they will become catalysts for organization growth. On the other hand, if the diversity is not handled properly, group formation will happen which leads to miscommunication, emotional conflicts, power struggles and ultimately to high turnover of employees. Then, employees in the diverse workforce will become an inhibitor for organization growth. As the organization performance is highly influenced by the individual employee performance, the positive outcomes of age diversity at the employee level would also act as intrinsic as well as extrinsic motivational factor for them. In the contentions of Beekman that in workplace learning conditions in terms of computer capabilities, younger generation of millennial like to learn independently by using the internet.[9] Older adults prefer more traditional workshops. Complementing age differences in computer competence can be challenging, but they are also rewarding. Employees of different generations have diverse management preferences. The generational differences represent mutually exclusive desires in developing and applying computer competencies.

Table 6: Hindrances in Developing and Applying Computer Competencies

Item	Weighted Mean	Verbal Interpretation
1. Generational / age differences of the employees within the organization.	3.19	Agree
2. Outdated and inadequate tools, equipment, software and supplies.	3.15	Agree
3. Lack of clarity in workers' objectives and expectations creates tension between the employees and results in conflicts.	3.09	Agree
4. Depleting health conditions of an employee greatly hamper the employees' ability to be productive.	3.04	Agree
5. Poor ICT skills because of lack of up to date and latest training.	3.02	Agree
6. Lack of rewards and recognition at workplace that leads employees to be less taken care off and given a sense of importance in the organization.	2.99	Agree
7. Environment where employees are not consistently encouraged to come up with innovative ideas.	2.95	Agree
8. Close-mindedness of employee to embrace innovation due to retireable age.	2.92	Agree
9. Employees already in their comfort zones may lose their confidence in their support system because of changes in the organizational structure.	2.87	Agree
10. Attitude and professional ethics of the employee where sometimes employees interfere personal problems to job and work.	2.82	Agree
11. Insufficient access to computers due to limited time on exposure to computer operations.	2.81	Agree
12. Unwillingness to develop professional and skills growth due to lack of self-confidence and motivation.	2.68	Agree
Composite Mean	2.96	Agree

5. Training program computer competencies and work performance of non-teaching personnel in the schools Division of Rizal. The Proposed Training Program for computer competencies and work performance of non-teaching personnel will provide employees with an understanding of the most popular, current technologies used in the workplace. Employees will become computer literate in this hands-on course while you learn to access, create, save and manage documents, spreadsheets and emails and use the Internet effectively.

Conclusions and Recommendations

All of the non-teaching personnel of the schools division office of the Department of Education, Division of Rizal were capable enough to perform their office work. Non-teaching personnel and their clientele differed on their assessments on the level of computer competencies. Majority of the non-teaching personnel attained a very satisfactory performance. Generational/age differences of the employees and the outdated software and inadequate tools, equipment, supplies were the major hindrances in applying and developing their competencies. The proposed training program may be adopted to ensure effective computer competencies and work performance training and development in response for excellent and quality public service. Innovative and latest engagement in computer technology strategies may be further explored and utilized in workplace to upgrade and update non-teaching personnel capabilities as the weakest point of the study. Future researcher may conduct parallel studies considering bigger samples, wider context and other variables.

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