

Personal Capabilities of the Non-Teaching Personnel and Client Satisfaction

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Abstract:- This study determined the level of personal capabilities of secondary schools non-teaching personnel of Tabaco City Division. Specifically, it answered the following problems: 1. What are the personal capabilities of non-teaching personnel of Tabaco City Division?; 2. What is the level of personal capabilities of non-teaching personnel along talent, shared mindset and cultured identity, accountability, learning, and leadership?; 3. What is the level of client's satisfaction along responsiveness, communication, integrity, and assurance?; 4. What are the problems encountered on personal capabilities of non-teaching personnel?; and 5. What training design maybe proposed to address the problems encountered? The researcher employed the descriptive-survey type of research. The level of personal capabilities of the non-teaching personnel and the client's satisfaction were determined. Likewise, the problems encountered on the personal capabilities were identified. Training designed was offered to address the problems. The study has a total of forty-five (45) non-teaching personnel as respondents to measure the personal capabilities. To determine client satisfaction, 310 respondents were utilized. The findings revealed that; Out of the forty-five (45) respondents, thirty-one (31) or 68.89 percent identified *learning* as capability; Among the level of capabilities, *accountability* obtained the highest average weighted mean of 4.53, The combined ratings from the two (2) groups of respondents are as follows: *integrity – capability of the frontline staff to perform their duties, product and service knowledge, understanding client needs, helpfulness, and good work relationship with 4.95*; The problems encountered along talent ranked accordingly are as follows: *Neglects serious problems with a frequency of thirteen (13) is the first (1st) in rank*; A training design is presented to address the problems encountered on personal capabilities of the non-teaching personnel of the secondary schools in Tabaco City.

I. INTRODUCTION

In the modern world, emerging cultural, economic, demographic, and digital environmental influence is shaping young people's lives around the planet. Expanding their intercultural encounters daily, personal capacity becomes captivating and is an essential component of the growth of any organization. It serves as an advantage that helps in achieving good performance and success. Personal capabilities are soft skills that help an individual deal with others, work, or any instance. Moreover, it is the ability to manage oneself and interact with people based on norms. An organization's success is measured on how it delivers its product and services therefore, there is an urgent need to hone an individual's capability and use it to achieve its goals. Organizations have different settings, goals and clientele to serve. They have varied needs to meet in order to effect good performance and success. One typical example is the school which deals with the students, teachers, parents and the community. The school does not only offer education to students but also services to students, parents, stakeholders, and other institutions. The school organization consists of teaching and non-teaching personnel. In a large school with a large population of students and teachers, there is a need to delineate between the role of teachers and the non-teaching personnel. While the role of teachers is to teach, the non-teaching personnel's job is confined to office work such as clerical, supervisory, administrative, medical, janitorial and security. Each role requires personal capabilities. Accountability, leadership, talent, culture mindset and identity are personal capabilities that contribute to one's performance in the workplace or organization. Across the world, businesses, private and government. institution have taken steps to improve their system, products or services. This entails people who are most capable in all aspects. It is a personal capability required in any organization. In managing school's financial resources, accountability coupled with transparency matters. It serves as safeguard and deterrent in corruption. The Republic Act No. 6713 known as the Code of Conduct and Ethical Standards for Public Officials and Employees states that public officials and employees shall at all times be accountable to the people and shall discharge their duties with utmost responsibility, integrity, competence, and loyalty, act with patriotism and justice, lead modest lives, and uphold public interest over

personal interest.” The Department of Education, pursuant to the Republic Act, and in curtailing misuse of funds created an anti-corruption committee through the issuance of DepEd Order No. 7 series of 2022 that provides participation of the private sector as representative stakeholders to the said committee. The core values incorporated in the vision mission of the Department of Education are reflected in the personal capabilities of the non-teaching personnel. The Department of Education Vision, Mission and Core Values states that “The DepEd Mission -To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where *Students* learn in a child-friendly, gender-sensitive, safe, and motivating environment. *Teachers* facilitate learning and constantly nurture every learner. *Administrators and staff*, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. *Family, community, and other stakeholders* are actively engaged and share responsibility for developing life-long learners.” The “Administrators and Staff”⁵, stated here are the Non-Teaching Personnel (NTP) and administrators who also has great bearing as support staff to the success of its operations. The role of non-teaching personnel is crucial in maintaining the integrity and the standard of the school organization. The individual that comprises it must possess personal capabilities such as high level of accountability, good leadership, talent, good communication skills, and the ability and the enthusiasm to learn. Having considered the roles of non-teaching personnel in maintaining the school organization and their significant contributions in achieving the mission and vision of the Department of Education, the researcher is encouraged to conduct a study on their personal capabilities. The study will likewise give a glimpse of the impact of their personal capabilities on the client’s satisfaction.

II. THEORETICAL FRAMEWORK

Theories and concepts in the previous study are helpful in explaining findings and phenomenon of the present study. It is where the researcher gain insight in order to understand the variables being studied. Prior to data collection from the respondents, different theories were gathered, identified, and examined. Theories that are relevant and appropriate to the study were selected. The theory developed by Teece’ is the Dynamic Capabilities Theory, he introduced the organization's capacity to blend, make/ develop and reconfigure resources and/or experiences to address and form changing business environments. This kind of capability in an individual, addresses the fast-changing environment as they start different tasks and advanced forms of competitive advantage. This is the ability to learn quickly and build new strategic assets and reuse it as they continue the flow.

Regarding *Accountability Theory* by Vance, Lowry and Eggett (2015)⁴³, expound accountability theory as the need to justify one’s actions to another party and account for a decision-making process and outcome. They further suggested that the best way to understand accountability is to differentiate it as virtue and mechanism. In an organization it is vital that every member must have sense of accountability to maintain its integrity and breed trust among its clientele. Accountability is one characteristic of high performing employees. It enhances performance that results in clients’ satisfaction.

Another theory that relates to the study is Behavioral *Leadership Theory* by Kurt Lewin (1940). It argues that leaders are made not born. Proponents of this theory suggest that “anyone can be an effective leader as long as they can learn and implement behaviors.” Behavior is the way an individual conduct himself. It shapes and determines the kind of leadership style. The success and the effectiveness of an organization depends on how a leader behaves. Although there are other emerging theories on leadership, Behavioral Theory best fit the theoretical framework of the study since it relates to learning which is one of the personal capabilities of non-teaching personnel. As the theory says, leadership can be learned.

According to Rana (2022)⁴⁵, *Customer Satisfaction Theory* is a general concept of customer service. It was introduced by Fred Reichheld in 2003. Under this general theory are the Dissonance Theory, Contrast Theory, Comparison Level Theory, Value Percept Theory, Attribution Theory, Equity Theory, and lastly Evaluative Congruity Theory. According to Aronson (2008), *Dissonance Theory* refers to the mental stress experienced by an individual who simultaneously holds two or more contradictory beliefs, ideas or values. This can be exemplified when you expect an original product and what you receive is just an imitation. This results in cognitive dissonance. The *Contrast Theory*⁴⁷ (proposed by Leon Festinger, in 1950) was introduced by Hovland et al. in 1957 as mentioned by Isac & Rusu (2014) is the opposite of Dissonance Theory. According to this theory, when the expectation of a product or service is high and the actual product performance is low, the customer will exaggerate the difference and the outcome. *Comparison Level Theory* developed by Elaine Hatfield in 1992 as mentioned by Rana (2022) can be illustrated when a consumer or to whom the service is offered compares the value or the quality of the product or service.

The foregoing theories are related to the variables of the present study. Thus, the researcher synthesized the different theories to come up with her own that accountability, learning, leadership are based on what he wants to be that arise from self-actualization. These personal capabilities help them meet their clients’ satisfaction.

III. REVIEW OF RELATED LITERATURE AND STUDIES

According to the study of Olivar (2014), collaboration is vision-driven and result-based partnerships. Collaborators agree to share ownership and accountability for results. They work as leverage and coordinate existing resources with more resources available and clear focus on the conditions for learning and long-term results, community schools offer advantages and stand-alone schools simply cannot. A qualitative method of research was used, and part of the data collection was the interview conducted to external partners of the community high school as to their contribution and form of support extended to the school. The teachers were also picked as another group of respondents.

This study is related to the present study because both studies gave emphasis to collaborative partnerships of school and community towards achieving the improvement of the school and its learners. Olivar's study however gave emphasis on the accountability of the schools in the utilization of resources being provided to them by the stakeholders. The current study, although was gathered through survey forms, has not only identified the assistance being provided, but also the issues concerning how it was delivered or acted upon. Both studies dealt with secondary school but only differed in the technique employed in gathering the data.

A study by Agulo et al. (2015)³⁰, they assessed customer satisfaction on the quality of service of one department store in Batangas City. The assessment passed over the variables particularly employee's professional appearance, customer relation, customer service and facilities. It also tested the relationship between respondent's profile and customers satisfaction, having 100 respondents. The results showed that customers were satisfied with the quality of service of this Department Store, thus management may continuously provide training to employees to meet the needs of the customers.

The survey conducted by Agulo, and his partners assessed the satisfaction of customers with the services in a department store. This is similar to the present research in the sense that it partly discusses the provision of services to clients or customers. While the present study is more on discovering and identifying how talents and skills were delivered and provided by the personnel in the Division of Tabaco City with different functions and clients being served. Additionally, the former study used descriptive research like the present study.

On the other hand, Aquino et al. (2017)³¹, conducted study entitled "Capability of the Bureau of Fire Protection of Ilocos Sur in Responding to Emergencies." The study determined the extent of the capability of the Bureau of Fire Protection (BFP) of Ilocos Sur in responding to emergencies in the year 2016. It also looked into the significant relationship

between the extent of the capability of the respondents and their profile. On her study it was found out that the respondents are highly capable of rendering quality fire operation procedures. They have the ability to investigate all causes of fires. They have properly trained firefighters and adequate firefighting supplies/ equipment/ vehicles thus able to respond to emergencies. They are also responsible for the proper steps to be taken for fire prevention and any other suppression measures to secure the safety of life and property of the people in the community.

Similarly, this study sought to identify the capabilities of non-teaching personnel in respect to rendering services to clients, managing own personal characteristics toward dealing co-employees and to the administration. In addition, this will help to identify the positive and negative output of having appropriate capability.

In the study of Perez and Ilagan (2019)³², they assessed the clients' level of satisfaction on the different frontline services provided by government run higher education institution (HEI) external campus in the Municipality of Alangalang, Leyte, Philippines. It is anchored on the Philippine Republic Act Number 9485 which advocates the Anti-Red Tape Act of 2007 (ARTA) requiring all government institutions to provide programs and services supportive to strengthening customer satisfaction and enhanced services delivery, educate and equip employees assigned in the frontline service to become more responsive and efficient to clients' needs. It employed a descriptive survey research design utilizing both the quantitative and qualitative approaches with a self-structured survey instrument. The study adopted the core areas of the Report Card Survey (RCS) of the ARTA; timeliness, knowledge, competence, courtesy, fairness and ethical treatment, service quality, physical setup/layout and basic facilities.

On the same hand, the recent study supports the DepEd Vision Mission and Core Values in which also strengthen, provide services, uplift, protects, supports and identify structures of government employees in the education department. One of the aims is to improve the system by pointing out the best capability and educate on the proper response to the environment. The researcher used a self-structured survey instrument with a descriptive research design.

In addition, Jara (2018)³³ aimed to examine the impact of school heads' ethical practices on teacher and student morale. Results showed that school heads' ethical practices significantly influenced the morale of teachers and students, with honesty and transparency being the most valued ethical behaviors.

Likewise, the researchers' respondents were more of the personnel of school only that this study focused on the non-teaching personnel. But this study was linked to the performance of the clients or customers as well as the whole administration of the school cascading to the fruitful effects in the Division Office and to the community. Same holds to the mandates of the Department of Education's Vision Mission and Core Values.

Oracion's study (2019)³⁴, aimed to examine the relationship between leadership styles and ethical practices of school heads in southeastern Mindanao. Results showed that transformational leadership style is positively correlated with ethical practices. The recent study also aimed for a productive approach and excellent delivery service and better performance within the organization.

In a different area of government, particularly in the accounting and budget section, personnel in charge here should also look for financial expertise. Binos (2019)³⁵ studied budgetary control practices in the implementing units in Cluster D1 of the Department of Education Division of Albay. She examined the issues and factors in the budgetary control practices along preparation, utilization and accountability reporting. Both Binos and the researcher used descriptive survey method, and data were accumulated using a researcher-made questionnaire. They both discussed the capabilities of personnel and practiced the careful important skills for the successful flow and implementation of mandates of the government.

Relatedly, Espinosa (2017)³⁶, conducted a study on financial management practices of school heads on the teachers views to investigate the performance of teachers in public high schools in General Santos City and its management to finances. Eleven (11) teacher participants with their perceptions, attitudes, understanding, knowledge, values, feelings, and experiences about their schools' financial management were analyzed. Results highlighted that financial management practices of the school heads help schools to draw up a budget, set objectives, identifies the sources in terms of human resource, time allocation, teaching and learning materials and appropriate costing. In here, financial skills were developed. Both the study and the researchers study discuss the capabilities of personnel and the ability to effectively perform in the school and the challenges faced to planning and its delivery. The present study explored broadly on the personal capability of the non-teaching personnel while Espinosa on the other hand focuses solely on the financial management and the administrative functions. The data gathering tools used by Espinosa were in-depth interview and group discussions while the present researcher distributed a self-made questionnaire.

On the other hand, Ilagan et al. (2014)³⁷, "*Bakit Ka Kumakayod?*"- Developing a Filipino Needs Theory of Motivation utilized a mixed method sequential exploratory strategy in investigating the needs of the Filipino working population and the relationship between employee's engagement and their needs. They explored their study on breaking the economic barriers that led the respondents to greater mobility and better organization. Three models were tested to describe the importance and presence of needs as predictors of employee engagement. The best suitable model was the presence of needs as experts of engagement. Among the needs, it was those related to the job that predicted employee engagement.

The recent study explained similarly the need of identifying, analysing and weighing the poor performance thru studying their capacities to enhance and develop for a better workplace and greater organization. While motivated employees without capability will underperform, emphasis on increasing capability is more important and this was the connection of the recent study to that of Ilagan's. It only means that a person without motivation to do something then the capability of that person becomes irrelevant.

Gabriel et al. (2019)³⁸, studied transparency and accountability in local governance. They discussed the idea of transparency and accountability in the context of democracy. It establishes the connection between democracy and public service delivery as mediated by the principle of transparency and accountability. They concluded that transparency and accountability have mediating role between democracy and public service delivery.

While the study of Gabriel et al. establishes the connection between democracy and public service and the role of transparency and accountability, the present study discusses accountability as personal capability of non-teaching personnel.

Amorin (2021)³⁹, conducted a study on leadership to determine the influence of behavioral leadership on organizational culture among the deans of universities and colleges and found out that respondents have high level of pioneering and visionary, team facilitation, encouraging team facilitation. Furthermore, the study showed a positive correlation between each type of leadership behavior and organizational culture.

The study on leadership conducted by Amorin is similar in terms of leadership. The present study included leadership as one of the personal capabilities of non-teaching-personnel while the previous study focused on the influence of behavioral leadership on organizational culture.

Dibella et al. (1996)⁴⁰, presented data on how learning takes place, what gets learned, and the factors and factors that facilitate and hinder learning. Organizational learning may be enhanced by building on existing capabilities or developing new ones.

The previous study focused on how organizational learning may be enhanced. On the other hand, the present study focused on learning as one personal capabilities of non-teaching personnel. While Amorin's study discusses the influence of behavioral leadership on organizational culture, Dibella tackled the way an individual learns. These two studies contribute to the knowledge of personal capabilities.

Lastly, one of the related research studies related to her study were those Filipino teachers who were encouraged to promote an evidenced based policymaking culture through research and were expected to have at least basic or advance skills as per Almoncar (2022).⁴¹ He conducted investigations, surveys, or experiments, as well as data analysis, in their respective teaching fields and assessed the claimed capability of secondary school teachers in Masbate during the Covid-19 pandemic and the need to improve their research skills in terms of formulating, conceptualizing, writing, constructing, and conducting research in this descriptive survey.

The recent conducted survey of the researcher similarly aimed to identify and provide trainings to strengthen the school-level performance and developed and functional growth plan for becoming a more responsive, effective, and productive employee of the school. The school is a community of the students, teaching and non-teaching personnel and should have good communication, better rapport, beneficial to the residents and to the outside community. Better personnel will cascade to a better group of people for the betterment of not only the Division but to the entire Department.

IV. METHODOLOGY

This study utilized a descriptive quantitative method of research. According to Bhat (2019)¹, descriptive research is a method that describes the characteristics of the population that is being studied. According to Calderon (2008)², this is collection and presentation of data giving clearer picture of the output. The study is based on survey results in which data were collected from the Non-Teaching Personnel of Tabaco City Division about the capabilities of Non-Teaching Personnel of Tabaco City Division.

V. SUMMARY

This study determined the level of personal capabilities of non-teaching personnel and client satisfaction. Specifically, it answered the following problems: 1. What are the personal capabilities of non-teaching personnel of Tabaco City Division?; 2. What is the level of personal capabilities of non-teaching personnel along talent; shared mindset and cultured identity; accountability; learning; and leadership?; 3. What is the level of client's satisfaction along responsiveness; communication; integrity; and assurance?; 4. What are the problems encountered on personal capabilities of non-teaching personnel? and, 5. What training design maybe proposed to address the problems encountered? The researcher employed the descriptive-survey type of research. The level of personal capabilities of the non-teaching personnel and the client's satisfaction were determined. Likewise, the problems encountered on the personal capabilities were identified. Training design was proposed to address the problems. The study has a total of forty-five (45) non-teaching personnel as respondents to measure the personal capabilities. To determine client's satisfaction, 310 respondents were picked randomly. The data on personal capabilities of the non-teaching personnel was treated using frequency count and percentage. However, to gauge the level of personal capabilities, frequency count and weighted mean were used. The same statistical measures were used in determining the level of client's satisfaction. Frequency count and ranking were employed to identify the problems encountered.

VI. FINDINGS

The findings of the study were as follows:

- Out of the forty-five (45) respondents, thirty-one (31) or 68.89 percent identified *learning* as capability; *accountability* with twenty-nine (29) or 64.44 percent; *shared mindset and culture identity* with twenty-five (25) or 55.56 percent; *leadership* with twenty-four (24) or 53.33 percent; and *talent* with nineteen (19) or 42.22 percent.
- The Level of Personal Capabilities of Non-Teaching Personnel Along Talent. In this area, two (2) of the indicators are adjectivally described as extremely capable based on the weighted mean obtained. These were performing task independently with 4.31; and applies good communication skills with 4.21. The remaining indicator develops critical thinking got a rating of 4.08, it is described as highly capable. The ratings have an average of 4.20 with a description of extremely capable. The Level of Personal Capabilities of Non-Teaching Personnel Along Shared Mindset and Culture Identity. The indicator builds teamwork got the highest rating of 4.34, it is described adjectivally as extremely capable. This is followed by supports others perspectives with a rating of 4.12; and respects diverse cultural identities with 4.10. These ratings are described as highly capable. An average of 4.19 is

obtained from the above-mentioned ratings, also described as highly capable.

- The Level of Personal Capabilities of Non-Teaching Personnel Along Accountability. The indicators in this area are rated as follows: puts high value to the job has 4.59, described as extremely capable; takes credence to responsibilities with 4.53, with adjectival description of extremely capable; and develops a positive reputation got 4.46, which similarly described as extremely capable. These values have an average of 4.53 are adjectivally described as extremely capable.
 - The Level of Personal Capabilities of Non-Teaching Personnel Along Learning. In this area, the indicator handles proficiently variety of assignments obtained the highest rating of 4.46. This is followed by uses new and appropriate alternate methods to ease the job with 4.40; and shows initiative and flexibility when starting a new task with 4.38. The computed average of the ratings is 4.41, extremely capable is used to describe the above-mentioned ratings.
 - The Level of Personal Capabilities of Non-Teaching Personnel Along Leadership. Among the indicators in this area, influences and maintain positive attitude got the highest rating of 4.54., strategize solutions and services has a rating of 4.37; and with inspires commitment from colleagues has a rating of 4.35. An average of 4.42 from the ratings, all of them are adjectivally described as extremely capable.
 - Summary of the Level of Personal Capabilities of Non-Teaching Personnel. Among the capabilities, Accountability obtained the highest average weighted mean of 4.53. This is followed by Leadership with 4.42; Learning with 4.41; and talent with 4.20. These ratings are all adjectivally described as extremely capable. However, along Shared mindset and culture identity the rating obtained is 4.19, highly capable is used to describe this rating. They got an overall average of 4.35, correspondingly described as extremely capable.
- The indicators are rated by the student-clients as follows: *integrity- capability of the frontline personnel to perform their duties, product and service knowledge, understanding client needs, helpfulness, and good work relationship* with 4.95; *communication-act of keeping citizens and businesses informed of the language they can easily understand, as well as listening to their feedback* obtained 4.90; *assurance - there is honesty, justice, fairness, and trust in each service while dealing with the clients and businesses* with 4.87; and *responsiveness - willingness to help, assist, and provide prompt service* has 4.85. These ratings have an average of 4.89, all numerical values mentioned are adjectivally described as *very satisfied*.

However, the non-student respondents the indicators rated: *integrity – capability of the frontline staff to honestly perform their duties, product and service knowledge, understanding client needs, helpfulness, and good work relationship* with 4.95; *assurance – there is, justice, fairness, and trust in each service while dealing with the clients and businesses* with 4.90; *communication – act of keeping citizens and businesses informed of the language they can easily understand, as well as listening to their feedback* with 4.89; and *responsiveness – willingness to help, assist, and provide prompt service* with 4.87. The computed average of the rating is 4.90. *Very satisfied* is used to describe the ratings.

The combined ratings from the two (2) groups of respondents are as follows: *integrity – capability of the frontline staff to perform their duties, product and service knowledge, understanding client needs, helpfulness, and good work relationship* with 4.95; *communication – act of keeping citizens and businesses informed of the language they can easily understand, as well as listening to their feedback* with 4.90; *assurance – there is honesty, justice, fairness, and trust in each service while dealing with the clients and businesses* with 4.89; and *responsiveness – willingness to help, assist, and provide prompt service* with 4.86. They obtained an average rating of 4.90. All of them are adjectivally described as *very satisfied*.

- The problems encountered along talent ranked accordingly are as follows: *neglects serious problem* with a frequency of thirteen (13) is the first (1st) in rank; *performs weak or no self-awareness* whose frequency is seven (7) is considered as second (2nd) in rank; and *lacks values on personal development* with four (4) as frequency, the third (3rd) in rank. On shared mindset and culture integrity, *loses ability to understand one's native culture* whose frequency is ten (10) is considered as the first (1st) in rank; *creates non-awareness on ethnicity formation* got a frequency of nine (9) which is second (2nd) in rank; and *faces rigid and negative thinkers* with eight (8) as frequency, the third (3rd) in rank. In addition, along accountability, the identified problems are *misses deadlines and irresponsible* obtained a frequency of seventeen (17), the first (1st) in rank; *creates stress and frustrations* with a frequency of twelve (12), the second (2nd) in rank; and *ignores positive feedbacks* with four (4) as frequency, the third (3rd) in rank. The problems encountered on learning are *lacks skills through experience* having a frequency of twelve (12) is the first (1st) in rank; *conducts poor and inadequate assessment* with eleven as frequency (11) is the second (2nd) in rank; and *doubts self-performance* with a frequency of eight (8) is the third (3rd) in rank.

Moreover, along leadership, *builds no trust leading to uncooperating members* whose frequency is thirteen (13) is considered as the first (1st) in rank; *struggles in finding right resources needed* with a frequency of twelve (12) is the second (2nd) in rank; and *communicates ineffectively its mission* having a frequency of ten (10) is the third (3rd) in rank.

- A training design is presented to address the problems encountered on personal capabilities of the non-teaching staff of the secondary schools in Tabaco City.

VII. CONCLUSIONS

The following conclusions were drawn:

- The personal capabilities of the non-teaching personnel of Tabaco City Division were on *talent; shared mindset and culture identity; accountability; learning; and leadership*.
- The level of personal capabilities of the non-teaching personnel is considered as *extremely capable* along *accountability; leadership; learning; and talent*. However, they are considered highly capable on *shared mindset and culture identity*.
- The level of satisfaction of the client's is described as *very satisfied* along *responsiveness, communication, integrity, and assurance*.
- The problem encountered along talent is *neglects serious problem*. On shared mindset and culture integrity is *loses ability to understand one's native culture*; along accountability is on *misses deadline and irresponsible*; on learning, it is on *lacks skill through experience*, while along leadership is *builds no trust that leads to uncooperating members*.
- The researcher presented a training design to address the problems encountered by the non-teaching personnel of Tabaco City Division.

RECOMMENDATIONS

- The personal capabilities of the non-teaching personnel along talent, shared mindset and culture identity, accountability, learning, and leadership be developed by providing technical assistance.
- Capacity building activities be provided to the non-teaching personnel of the school to sustain the level of personal capabilities, to hone and discover other skills that might help them in performing their task.
- The level of client's satisfaction be sustained by religiously following the rules and regulations of the schools with regards to the services it provides.
- The problems encountered be overcome by providing trainings that can be used in performing their daily tasks for them to become more productive and efficient non-teaching

personnel of the school.

- The training design presented by the researcher be utilized by the schools to capacitate the non-teaching personnel and to improve their personal capabilities.

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