Training Needs Assessment: Basis For Institutional Personnel Development Plan

Amalia E. Roldan

Occidental Mindoro State College, Philippines
*Corespondence author:
Email: amaliaroldano81665@gmail.com

***Abstract**.*
This study was conducted to determine the training needs of the OMSC administrators, teaching and non-teaching personnel. A total of 125 administrators (10), teaching (90) and non-teaching personnel (25) were identified as the subjects of this study. Existing records were used to determine the number of trainings attended by the in 2019. To identify the competency gaps of the personnel, an evaluation was conducted using the competency standards evaluation instruments for teaching, non-teaching and administrators validated by the researcher. Descriptive type of research was employed in this study since it focuses on needed training of the personnel for the enhancement of the job performance, weighted mean was used to analyze the result of the seminars and trainings attended, competency gaps and job performance. Findings of the study showed (1) majority of the seminars, training and conferences attended by the administrators and non-teaching personnel are in the national level about leadership and governance while for the teaching personnel are at the local level in the area of instruction. (2) The OMSC administrators have high level of competency on managerial/supervisory skills in terms of decision making, work standards and optimal performance. The competency gap is on planning and organizing and managing conflicts. The teaching personnel have high level of competency in terms of the mastery of the subject matter and classroom management. The competency gap is reflected on the teaching skills, teacher-student relationship and assessment and evaluation. The non-teaching personnel showed high level of competency on cooperation, initiative and ability to learn. On the other hand, the personnel need interventions in terms of their respective job knowledge and organizational ability. (3) The OMSC personnel showed high level of job performance.

Keywords: Training Needs Assessment, Competency gaps, personnel development plan

I.   INTRODUCTION

Training needs assessment (TNA) is an important part in the educational process that leads to changes in practice, and has become part of organizational program for Human resource development. It provides substantial input to the identified needs of teaching and non-teaching personnel to address the gap between the required skills and knowledge of employees and their current condition. It is a way to identify the learning needs of the employee for the future development program to promote a high level of job performance. Also a recurrent process that contributes how the employee developed after the course planned and being evaluated.The Human Resource management undertakes training need among teaching and non - teaching personnel. It is a tool that determines which learning areas will be of great needing in improving their service performance. As a review of learning and development requirements results of the assessment will serve as a support to employees working as a team in order to attain the organizational effectiveness. The TNA is seen to be as the first step to establish an effective learning and development plan of the management. Occidental Mindoro State College, on its way to University hood, is spearheading ground breaking thrust and changes in its systems. Being the premier SUC in Occidental Mindoro, it is expected to put forth thrusts that are not only relevant but are excellent in quality as well. One of the main trusts of Occidental Mindoro State College is the professional tenacity in producing agents of learning. Professional teachers who are competent need to have continuous learning in and outside of the work place.

Thus, the administrations for many years have been supportive to this by sending teachers to seminar, training, convention, and workshop from regional to international level, however no existing training needs was created as basis. Assessment of training needs that are an integral part of the training program are less of a concern. The institution needs to determine exactly the training needs. According to (Hani Handoko, 2011) Training is intended to improve the mastery of various skills and techniques of specific, detailed and routine work implementation. This is an effort to prepare the workers to face job duties that are considered not mastered. Manpower requires job training to suit the needs of workers. This is very

appropriate to avoid the worst possible in the ability and responsibility of work, so that in completing the job duties more effectively and efficiently in accordance with established rules. Usually the workers who will occupy new positions that are not supported by education or have not been able to carry out their duties. The effort taken for this problem is through training and career development. Through training and development, the workforce will be able to work, improve, and develop its work. This training needs assessment aims to identify competency gaps that affect individual and organizational performance. It establishes baseline data on competency levels of personnel, and provides basis for tracking progress towards desired levels of proficiency. It ensures that professional development programs result in performance improvement, and contribute to achievement of organizational goals. The output of the subsystem is the training needs assessment, which contains information that will guide the planning and designing of Learning and Development programs of the institution.

II.   OBJECTIVES

The main purpose of the study is to assess training needs of the OMSC teaching and non-teaching personnel. Output of this paper will be used in designing the personnel development of the institution. This paper aims to:
1.   Describe the kind of trainings, seminars and conferences attended by the respondents in terms of
a.   Level
b.   Area of Discipline
2.   Assess the competency gaps of the respondents
a.   Administrators
b.   Teaching personnel
c.   Non- teaching personnel
3.   Determine the Job performance of the respondents
4.   Propose a personnel development plan for the institution to address competency and performance gap of the OMSC personnel?

III.   METHODOLOGY

Descriptive type of research was employed in this study since it focuses on needed training of the personnel for the enhancement of the job performance, weighted mean was used to analyze the result of the seminars and trainings attended, competency gaps and job performance. A total of 125 administrators (10), teaching (90) and non-teaching personnel (25) were identified as the subjects of this study. The data of the personnel involved were from the office of the Human Resource Office of the institution. Existing records from the President's office were used to determine the number of trainings attended by the OMSC personnel in 2019. To validate if all their trainings attended were included in the analysis, a training needs assessment survey was conducted. The OMSC personnel listed all their trainings attended inside and outside the institution.To identify the competency gaps of the personnel, an evaluation was conducted. A competency standards evaluation instruments for teaching, non-teaching and administrators were constructed and validated by the Monitoring and Evaluation Unit of the institution.The *Administrators Competency Standards* measures managerial/supervisory skills assesses competency on decision – making, planning and organizing, and promoting optimal performance.

The *Teachers Competency Standards* includes five domains, mastery of the subject matter, teaching skills, teacher-student relationship, classroom management, and assessment and evaluation. The competency standards were based on the Competences and Competence Model of University Teachers by Blaškováa, Blaškoa, and Kucharþíkováa (2014). The *Non- teaching Evaluation Instrument* assesses the staff's quality of work, job knowledge, interest in job, cooperation, initiative and ability to learn.The instruments were presented to the academic and non- academic heads for validation. Their comments and suggestions were considered in the finalization of the instruments. For the reliability, the instruments were tested to faculty, staff and administrators in other institutions. The reliability coefficients of .72 for Teachers, .77 for administrators and .73 for non-teaching were obtained assured the reliability of the instruments.The basis of

the job performance of the respondents is the result of their OPCR/IPCR filed in the Human Resource Office.

IV.   RESULTS AND DISCUSSION
Seminars, Trainings and Conferences attended by the respondents
Administrative heads and Non-teaching personnel

Figure 1 shows the distribution of the seminars and training attended by the administrators and non-teaching personnel based on level. Of the 54 seminars and training attended 2(3.7%) are at the international level, 40 (74%) are in the National Level, 10 (18.6%) are at the regional level and 2(3.7%) are in the local level. The majority of seminars and training attended by the administrators and non-teaching personnel are at the National Level.
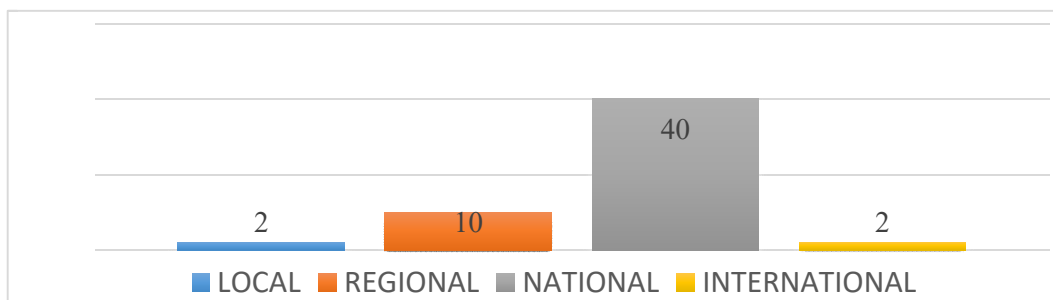

Fig 1. Level of seminars, trainings and conferences attended by
the administrators and Non- teaching personnel.

Figure 2 shows the distribution of the seminars and training attended by the non-teaching personnel based on their assigned area. Of the 54 seminars and training attended 45(83.3%) are related to leadership and governance, 5(9.2%) are related to instruction, 2(3.7%) are related to production, 1(1.9%) is related to Gender and Development and 1(1.9%) is related to Guidance. Most of seminars and training attended by the non-teaching personnel are related to leadership/governance.
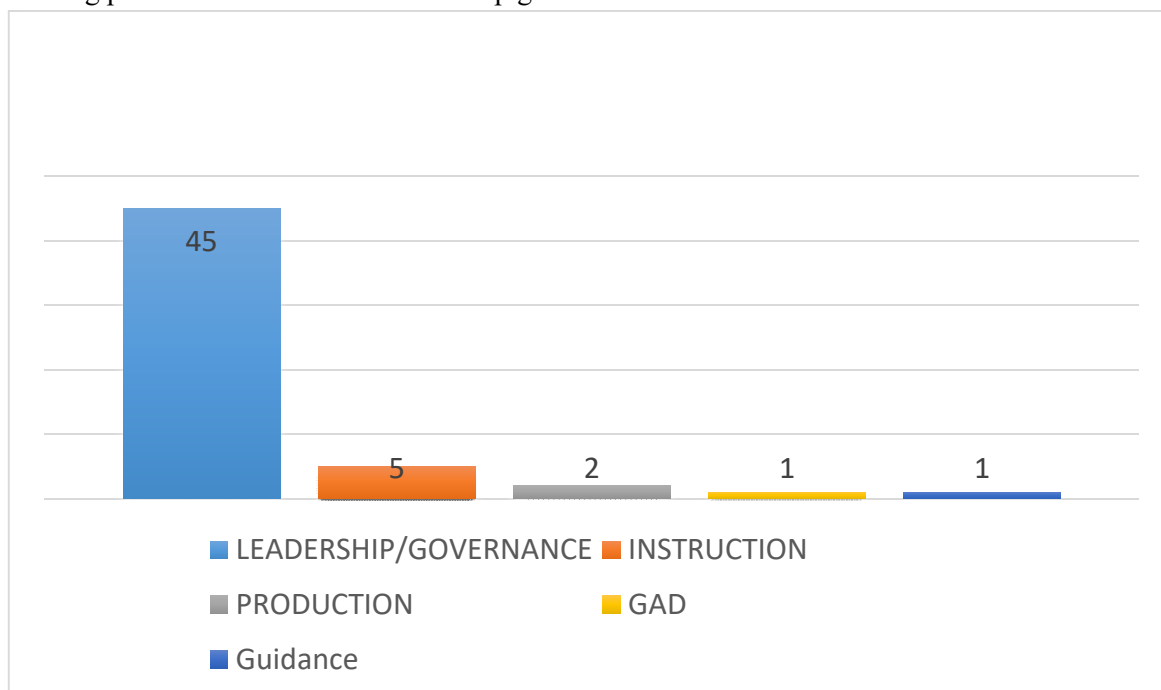

Fig 2. Area of seminars, trainings and conferences attended by the administrators
and non- teaching personnel.

Figure 3 shows the distribution of the seminars, training, and conferences attended by the faculty based on level. With the total of 969 seminars, training and conferences attended by the faculty 721(74%) are in the Local level, 70 (7%) are in the Regional Level, 131(14%) are in the national level and 50(5 %) are in

the international level. The majority of seminars, training, and conferences attended by the teaching personnel are at the Local Level.
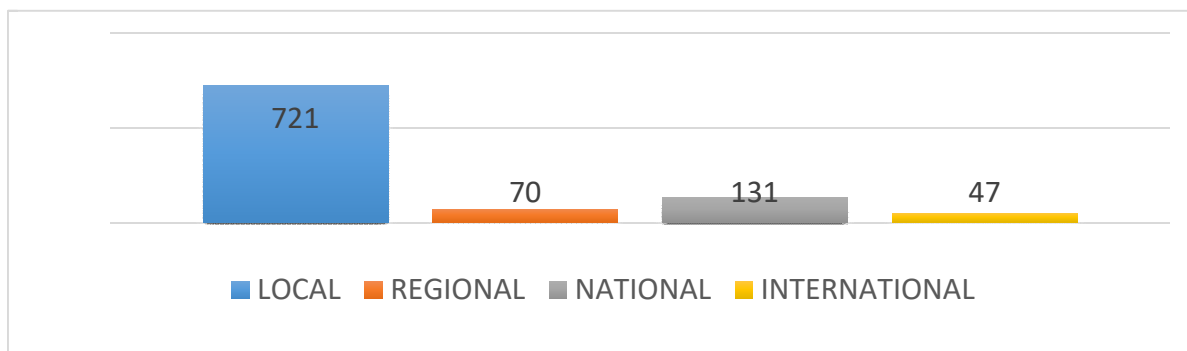

Fig 3. Level of seminars, trainings and conferences attended by the teaching personnel.

Figure 4 shows the distribution of the seminars, training, and conferences attended by the faculty based on the area. With the total of 969 seminars, training and conferences attended by the faculty 48(5%) are related to leadership/governance, 88(9.1%) research, 799(82.4%) instruction, 18(1.9%) production, 4(.4) %) student-related, none are GAD related, 6(.6%) Guidance and 6(.6%) are related to accreditation.

Fig 4. Area of seminars, trainings and conferences attended by the teaching personnel
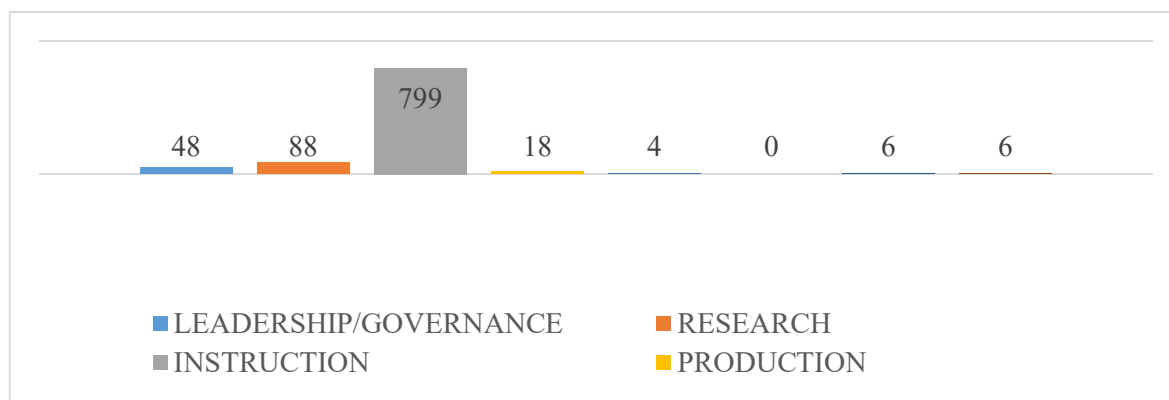
Competency Level

Administrators are being called on to prove their competence in many areas. Among the challenges faced by administrators in education are securing and allocating resources to address competing priorities; developing and promoting the organization's mission, goals, and objectives; making increasingly complex technology accessible; meeting the needs of a diverse student population; employing and supervising an ever-changing instructional staff; initiating and advocating changes that promote program improvement; advocating for the field of adult education; responding to the changing demands for program accountability; encouraging problem solving and team building among staff; and collaborating with other agencies and stakeholders to provide comprehensive delivery of services (Renée Sherman et.al , 2012).

This paper assessed the competency level of the administrators in terms of managerial or supervisory skills.Table 1 presents the competency level of the administrators on managerial/supervisory skills. As reflected, the administrators showed high competency on decision making (M=4.03), work standards (M= 3.72) and in promoting optimal performance. However, a moderate rating was obtained in planning and organizing (M= 3.45) and managing conflict (3.33). The findings suggest that the competency gaps of the administrators are on planning and organizing and managing conflicts, thus trainings on this area are very necessary. Succession planning is long-term and systemic. It is defined succession planning as ensuring leadership continuity in key positions, retaining and developing intellectual and knowledge capital for the future and to also encourage individuals (Roth well, 2010). In other words, succession planning encourages leaders to review the demands of the organization by identifying and providing solid developmental experiences for employees for high performance. Administrators are expected to translate broad goals into action plans and establishes both short and long-term goals to meet institutional and/or department

objective.In terms of conflict, respondents may consider bringing all parties together as soon as possible and help them understand perspectives of those involved in the conflict. Also diffuses the situation addresses the issue calmly. Because of the undesirable personal and organizational consequences of unresolved conflict, employees need to understand how to deal with workplace conflict, and mangers, especially, need to implement effective resolution strategies that can lead to improved workplace climate, communication, and productivity (Patterson, 2010).

Table 1. Administrators' competency level on managerial/ supervisory Skills.

Indicators	Mean	Interpretation
Decision-Making	4.03	High
Planning and Organizing	3.45	Moderate
Promoting Optimal Performance	3.73	High
Managing Conflict	3.33	Moderate
Work Standards	3.72	High
Overall Mean	3.62	High

Scale: 4:50-5:00- Very High; 3.50-4.49 – High;   2:50-3.49 – Moderate 1.50 – 2.49 – Low 1.00 – 1.49 – Very Low

Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 2014). Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching. Table 2 depicts the competency level of the teachers- respondents. Of the five components, the teachers showed high level of competency in the mastery of the subject matter (M=3.88) and classroom management (M=3.55). On the other hand, moderate level of competency are reflected in the teaching skills (M=3.48), teacher- student relationship and assessment and evaluation (M=3.24).The findings imply that the areas on teaching skills, teacher-student relationship and assessment and evaluations are the competency gap of the teaching personnel. Training on this area are needed to consider.Teachers who are skilled at communication, classroom management and appropriate discipline techniques create a positive learning environment. Although being well versed in your subject area is important, being able to communicate necessary skills and concepts in a way students can understand is crucial (Bashar, 2017). Teaching skills includes how the teachers discuss the lesson interestingly; encourages the students to express their opinion and the use of correct grammar both in speaking and writing.

The relationship between student and teacher plays a large role in the trajectory of a child's academic success and social development. Establishing a positive relationship with their teacher helps a student feel more comfortable and safe in their classroom environments. Teachers need to enhance their skills in showing concerns for student's emotional and physical well-being. Also, making the student feel that teachers are comfortable in handling class. According to Archer and Hughes (2011), an inspiring teacher can affect students profoundly by stimulating their interest in learning. Building rapport with your students and establishing yourself as their mentor is an excellent way to combat chronic absenteeism. Students are more motivated to attend classes if they know their teacher cares about them and will help them succeed (Hall and Hall, 2003). Assessment and evaluation are crucial for determining whether teachers are, in fact, acquiring and applying the content, skills, and dispositions necessary to meet the Institution's standards for student learning. In this paper, Assessment and Evaluation (M= 3.24) is another indicator that obtained a moderate level. It is found out that the teachers need training on assessment for learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students. In the overall the teacher-respondents showed high level of teaching competency (M=3.75).

Table 2. Teachers' competency level

Indicators	Mean	Interpretation
Mastery of the subject matter	3.88	High
Teaching Skills	3.48	Moderate
Teacher – Student Relationship	3.36	Moderate
Classroom Management	3.55	High

Assessment and Evaluation	3.24	Moderate
Overall Mean	3.61	High

Scale: 4:50-5:00- Very High; 3.50-4.49 – High; 2:50-3.49 – Moderate 1.50 – 2.49 – Low 1.00 – 1.49 – Very Low

The non-teaching personnel in this paper includes the personnel having administrative aide positions. They are the clerk, secretaries assisting the different units of the institution. They are in charge in handling office tasks, such as filing, generating reports and presentations, setting up for meetings, and reordering supplies. Providing real-time scheduling support by booking appointments and preventing conflicts.Table 3 shows the competency level of the non-teaching personnel on the identified indicators. As table depicts the strengths of the non-teaching personnel are on cooperation, initiative and ability to learn.

On the other hand, the personnel need interventions in terms of their respective job knowledge and organizational ability.In the job knowledge, the staff are expected to be aware on established policies and procedures related to the assigned work. Participation in activities that promote professional growth and development are likewise encouraged. They should have clear understanding of the fundamentals of how to accomplish the assigned tasks In terms of organizational ability, the non-teaching personnel are expected to Prioritizes duties and responsibility to meet deadlines and adjust leave schedules in consideration of work ideas.

Table 3. Non-teaching personnel competency level

Indicators	Mean	Interpretation
Organizational ability	3.25	Moderate
Job knowledge	3.15	Moderate
Cooperation	3.92	High
Initiative	3.96	High
Ability to learn	3.92	High
Overall Mean	3.64	High

Scale: 4:50-5:00- Very High; 3.50-4.49 – High; 2:50-3.49 – Moderate 1.50 – 2.49 – Low 1.00 – 1.49 – Very Low

Job Performance

Using the OPCR for the administrators and IPCR for the teaching and non-teaching personnel, the respondents have high level of performance. The overall mean of 4.28 showed high performance.

Table 2. Level of job performance of the respondents

Indicators	Mean	Interpretation
Administrators	4.47	High
Teaching Personnel	4.39	High
Non- teaching personnel	4.00	High
Overall Mean	4.28	High

Scale: 4:50-5:00- Very High; 3.50-4.49 – High; 2:50-3.49 – Moderate 1.50 – 2.49 – Low 1.00 – 1.49 – Very Low

PROPOSED PERSONNEL DEVELOPMENT PLAN 2020-2021

MONTH	PROGRAM TITLE	BRIEF DESCRIPTION	Date & Venue	Lead Implementing Unit	Expected Participants
January-March	*Strategic Planning Workshop*	The content, structure and delivery of the program is designed to develop the strategic leadership capabilities of OMSC Academic and Administrative Heads and ensure that they bring an integrating perspective to institution's decision making.	As stated	HRMO Planning & Development Office	Designated Officials

April-June	*Awakening Potential & Transforming Education* *Strengthening Teaching Strategies and Skills*	Provides discussion on transformation in teaching and learning process so as to enthuse the professionals in teaching for outcome-based education and Blended Learning	As stated	HRMO Planning & Development Office	Teaching Personnel
July-September	*Conflict Management*	Provides discussion on how to recognize conflict and deals with it before it escalates and how to monitor the situation to ensure the conflict is resolved effectively.	As stated	HRMO Planning & Development Office	All personnel
October - December	*Integrating Assessment in the curriculum*	Reinforces the links between teaching, learning, and assessment through a stronger focus on formative assessment Provides information about the cognitive process dimensions to support learning and assessment at all levels, from basic to complex.	As stated	HRMO Planning & Development Office	Teaching personnel

V.   CONCLUSIONS

1.   The seminars, training and conferences attended by the administrators and non-teaching personnel are mostly in the national level about leadership and governanceThe majority of seminars, training, and conferences attended by the teaching personnel are at the local level in the area of instruction.

2.   The OMSC administrators have high level of competency on managerial/supervisory skills in terms of decision making, work standards and optimal performance. The competency gap is on planning and organizing and managing conflicts.The teaching personnel have high level of competency in terms of the mastery of the subject matter and classroom management. The competency gap is reflected on the teaching skills, teacher- student relationship and assessment and evaluation.The non-teaching personnel showed high level of competency on cooperation, initiative and ability to learn. On the other hand, the personnel need interventions in terms of their respective job knowledge and organizational ability.

3.   The OMSC personnel showed high level of job performance.

VI.   RECOMMENDATIONS

1.   Periodically monitor and assess the needs of the individual employees by conducting training needs assessment (TNA) at least once a year to identity the appropriate trainings to be conducted. It should be done collaboratively with the Dean, Office/Unit heads, the employee and the Planning and Development Office.

2.   Yearly Personnel Development plan should be discussed and included in the strategic planning activities of the institution for proper allocation of funds and tasking.

3.   Design and implement policies in conducting the in-service trainings, as well as, in sending employees in the National and International Trainings/Workshop and Conferences outside the institution.

4.   Criteria for the selection of Learning Service Provider (LSP) (Resource Speaker) should be implemented.

5.   Intensify the re-echo seminars to all employees who will be sent for trainings outside the institution.

REFERENCES
[1]   Harris, A. (2002). Leadership in Schools Facing Challenging Circumstances,. International Congress of School Effectiveness and School Improvement, Copenhagen.

[2]   Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Efficient and effective teaching. New York, NY: Guilford Publications.

[3]   Bashar, A. (2017). High-impact instruction: A framework for great teaching. Thousand Oaks, CA: Corwin Press.

[4]   Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

[5]   Rothwell, W. J. (2010). Effective succession planning Ensuring leadership continuity and building talent from within. (4th edition). American Management Association, New York.

[6]   Patterson, K. (2010). Effects of unresolved conflict on organizational health and performance and conflict resolution training for developing leaders and improving business success. Proceedings of the Northeast Business & Economics Association. 542- 546.

[7]   Sheldon, S.B., and Epstein, J.L. Building early career teacher resilience: The role of relationships. Australian Journal of Teacher Education, 2013, 38(4), pp. 1-16.[15]

[8]   Hall, P.S., and Hall, N.D. (2003). Building Relationships with Challenging Children. Educational Leadership, 2003, 61(1), pp. 60-63.

[9]   Gould, D., Kelly, D., White, I., & Chidgey, J. (2004) Training needs analysis. *A literature review and reappraisal International Journal of Nursing Studies*