



IMPROVING THE WORK STATUS OF THE NON-TEACHING PERSONNEL OF THE SDO CITY OF SAN FERNANDO LA UNION THROUGH AN ENHANCED HUMAN RESOURCE DEVELOPMENT PROGRAM

Ting, Stephanie Alyssa T.

Completed 2018



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

ABSTRACT

The Schools Division Office (SDO) of the City of San Fernando is one with the national government in its mandate to provide quality education for every Filipino learner. Indeed, the non-teaching staff contribute to an efficient and effective delivery of educational services. This study was conceptualized to enhance the work status of the non-teaching personnel through an enhanced human resource development program. This study employed a quasi-experimental using one-group pre-test and post-test design. Employing an adopted questionnaire, the pre-test and post test data of all the SDO non-teaching personnel were statistically treated using t-test to associate their work status. Subsequently, after the pre-test, a Human Resource Development Program composed of the activities for the employees was completed. It was executed for eight months with one activity per month. The results of the post-test exhibited that the nonteaching personnel garnered an advanced level of work status which exemplified that the program was effective. Consequently, the formulated Human Resource Development Program can be further enhanced from High to Very High Work Status of the division non-teaching personnel. To conclude, the activities may not only be limited to the events mentioned in the program, but also to other noteworthy activities with the identical objectives that generate dynamism, relevance, and meeting the mandate of quality and excellence in the workplace.

Keywords: Work Status, Work Performance, Job Satisfaction, Intervention Program, Human Resource Development, Non-teaching staff

CONTEXT AND RATIONALE

The 21st century has drastically altered the milieu of the workplace. The industrial revolution paved the way to mechanization, thus, the notable increase in production. The explosion of technology shaped the world from a mechanized system to automation. The unprecedented changes in Science and Technology contributed to the comfortable life of man and that of the workplace.

People work for varied reasons. Work has many social meanings. When individuals work, they gain a contributing place in society. Work is also a major social mechanism for placing people in the larger social structure. Much of who individuals are, to themselves and to others, is interwoven with how they earn their livelihood. The job affects the person and the person affects the job in a reciprocal relationship (Esguerra, 2008).

Work in the government bureaucracy entails service and commitment. In the country, the Department of Education is noted to be largest employer with almost 800,000 in its workforce- the officials, rank and file, teaching and non-teaching staff.

The task of the Department is gargantuan considering its sole mandate to educate the Filipino learner to attain his fullest potential and be globally competitive. Along this light, the premise applies, it truly does take an army to raise and educate a child. The most recognizable employees within a school district are the teachers. However, they represent only a portion of the personnel that works within the school. School personnel can be divided into three distinct categories including school leaders, faculty, and support staff. Here we examine

the essential roles and responsibilities of key school personnel (Syptak et. al., 2015).

The teachers, as they comprise the backbone of the Department, are viewed as heroes. They are at the forefront of educating the learner. However, the non-teaching staff likewise play a vital role as partners to this very noble task (Cabusora, 2017).

A DepEd office worker has no student or pupil under his direct care, yet he can still teach. His approach will just be different and his instructional materials are not the same as those of a classroom teacher. He is not into teaching key concepts in English, Science, Math, or any other academic subjects. His learners can be all those who come across his path. His teaching method can be teaching by example. His lessons can be on values (Corpuz, 2017).

As a personnel of DepEd, a non-teaching staff has the responsibility to help promote the Department Core Values, namely, Maka-Diyos; Maka-Tao; Makakalikasan; and Makabansa. He can assist in developing these desirable principles by first possessing them. It has to be clear to him what values he shall keep and how to keep his actions aligned to his values.

As a part of an education agency, he himself has to be a believer of the importance of good morals. He himself has to give value to moralities. He has to be able to distinguish between good and bad deeds. More importantly, he has to be willing to sacrifice selfish motives, just to uphold what is right, and therefore be an individual who is Maka-Diyos.

By possessing high standards of proper attitude, a DepEd employee will be able to exude proper decorum even in stressful cases. An office worker is quite prone to situations wherein he needs to keep his temperance and fortitude. His line of work can be very stressful because in a day he may deal with a number of clients with different personalities. These clients expect from him services ranging from some inquiries to trouble shooting some problems. Some clients would be polite, others cold, but all require immediate and full attention.

If the DepEd personnel is not Maka-Tao, he would not be able to empathize. He would not be able to put himself in the shoes of his client, whereas, a worker who is Maka-Tao could even go beyond empathy. He could be compassionate and the assistance he is rendering would be coming from his heart. He would be sincere in rendering his services. He would be happy to be of help to those who approach his desk. It is through his efficient services that he is able to teach others the value of giving dignity to one's work – that is by doing it with concern.

A DepEd non-teaching personnel can teach the value of being Makakalikasan through his simple deeds of proper waste disposal and wise use of electric and water supplies. He manifests the value of love and care for Mother Nature when he conserves the said utilities.

To be Makabansa is to be patriotic. One's patriotism is measured by his ability to value and abide the laws of the land. Since it is the mandate of DepEd to provide quality, accessible, equitable, and culture-based education, the non-teaching personnel can do much to facilitate its delivery. Through accomplishing

his office work with efficiency and accuracy, he can document reports that are essential to the Department's goal. In so doing, he teaches good values by being a good example to his colleagues and even to his superiors (Corpuz, 2017).

The Schools Division of City San Fernando (SDO) is one with the national government in its goals to attain the dream of every Filipino learners. It is made up of over fifty non-teaching personnel, mostly stationed in the Division Office, and the rest assigned to the schools and learning centers. The non-teaching staff members contribute and are pillars to efficient and effective delivery of services.

However, the Division is not spared from usual complaints of clients. In like a manner, there are employees who are not satisfied with the system and operations as indicative of their tardiness, absenteeism and complaints. Officials, to a certain extent, are alarmed of the failure of some personnel to submit reports punctually which is an indication of dissatisfaction and in efficiency in the workplace (Cabusora, 2017).

The study is conceptualized to assess the work performance and job satisfaction of the non-teaching personnel with the end goal of designing an enhanced human resource development program in order to optimize productivity, efficiency and effectiveness of the office.

The following discussions present principles, concepts, research findings, insights, generalizations, and ideas which directed the researcher in the methodological and analytic design as the basis for the framework of this study.

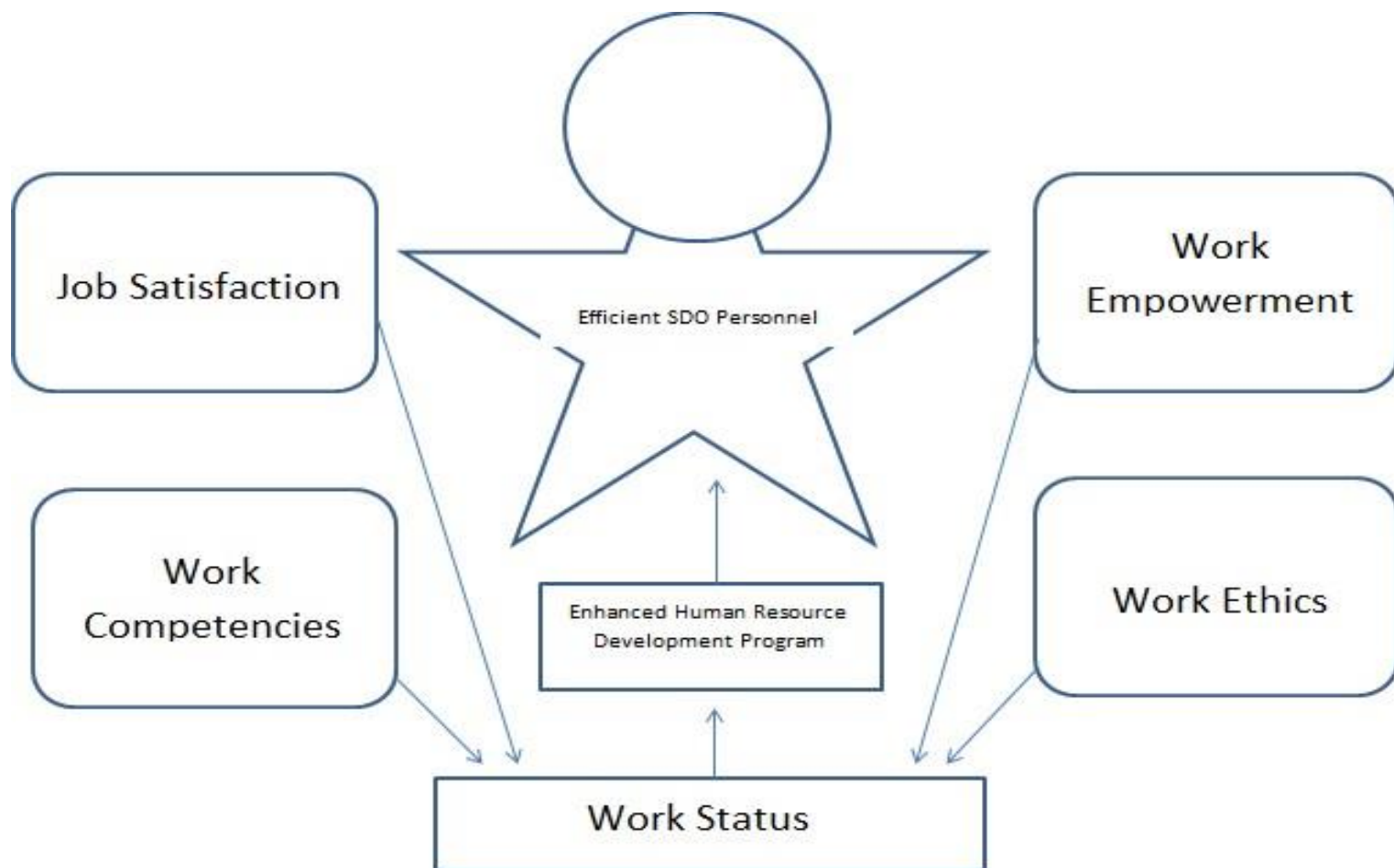


Fig. 1. Concepts Affecting the Work Status of the Non-Teaching Personnel

Figure 1 shows the concepts related to the study of work status. A good work status is explained through job satisfaction, work empowerment, work competencies and work ethics. The level of work status within the non-teaching staff was the basis in crafting the Human Resource Developmentment Program that yielded to a more efficient SDO personnel.

This study took inspiration on the job satisfaction level of non-teaching personnel of the University of Baguio along two dimensions: motivation or intrinsic factors and hygiene or extrinsic factors. This descriptive-survey study utilized the standardized Short-Term Minnesota Job Satisfaction Questionnaire as the data-gathering tool. Out of a total of 118 non-teaching personnel of the University of Baguio, 110 (or 93.22 percent) participated in the study. The findings revealed that the UB non-teaching personnel were very satisfied with their job, along motivation or the intrinsic dimension of the job. They were moderately satisfied along hygiene or the extrinsic dimension of the job. The UB non-teaching personnel manifested a higher level of job satisfaction along the intrinsic factors. The overall level of job satisfaction of the UB non-teaching personnel was moderate. Motivation or the intrinsic factors contribute to the high level of job satisfaction of the personnel whereas; hygiene or the extrinsic factors contribute less to the non-teaching personnel's job satisfaction (Esguerra, 2008).

Work performance is a complex construct, taking into account the changing nature of work and the organizations themselves. It speaks of work performance in terms of quantity and quality expected from each employee. Thorndike cited by Labadia (2010) started the process of defining work

performance by articulating the ultimate criterion. This ultimate criterion is a specification of everything that defines work success across the full domain of specific job. He further explains that the ultimate criterion is conceptual in nature and cannot be measured. Therefore, researchers and practitioners use the ultimate criterion as a guide to choosing indicators of work performance, with the knowledge that they will never fully capture the entire performance domain.

Klassen et. al. (2010) conceptualized the criteria in assessing work performance by choosing between subjective and objective methods of appraisal. Subjective methods refer to “soft” criteria such as peer, self, or supervisory ratings.

Thus, National Competency-Based Teachers Standards (NCBTS) was born and Teacher Work Performance Appraisal was based on it (Cebrian, 2009). The Teacher Work Performance Appraisal System provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support. Moreover, the Teacher Work Performance Appraisal framework is divided in seven domains such as diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment, community linkages, social regard for learning and personal growth and professional development.

Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the

same as motivation. Job satisfaction is more an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative. In recent years attention to job satisfaction has become more closely associated with broader approaches to improved job design and work organization, and the quality of working life movement (Buchanan, 2016).

Job satisfaction has been defined as, the attitude of an employee toward a job, sometimes expressed as a hedonic response of liking or disliking the work itself, the rewards pay, promotions, recognition, or the context such as working conditions and benefits (Anuar, 2009).

Job satisfaction describes the context an individual has with his job. The happier the persons are within their job, the more satisfied they are (Abele and Dette, 2006). Job satisfaction is not the same as motivation or aptitude although it is clearly linked Job satisfaction is critical to retaining and attracting well-qualified principals and teachers in educational environment. Job satisfaction can define as an employee's affective reaction to a job, based on a comparison between actual outcomes and desired outcomes.

Spector (1997) as cited by Labadia (2010) presented three reasons to clarify the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values they will attempt to treat their employees honorably and with respect. High level of job satisfaction could also be a sign of emotional wellness or mental fitness.

Second, organizations can take on a utilitarian position in which employees' behavior would be expected to influence organizational operations according to the employees' degree of job satisfaction/dissatisfaction. Third, job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction might identify various levels of satisfaction among organizational departments and, therefore, be helpful in pinning down areas in need of improvement.

Labadia (2010) believed that each one of the reasons is validation enough of the significance of job satisfaction and that the combination of the reasons provides an understanding of the focus on job satisfaction.

The Significant Relationship between Work Performance and Job Satisfaction in Philippines countries, women were actually less satisfied than men, whereas in Great Britain, and United States, women had much higher job satisfaction levels than men among at least 21 countries. Thus it seems that the sex/job satisfaction paradox is not a worldwide but an Anglo-Saxon phenomenon.

A study of non-teaching staff in Cotabato City revealed the following salient features: Profile of the Teacher Respondents. Most teachers belong to 31-40 age brackets. Majority of Cotabato City teachers are females. As to the highest educational attainment, many of the teachers earned a college degree and further master's unit. Sixty - four percent of the teachers had 11 to 15 years of service. Many of them are married.

There was a moderate correlation between work performance and job satisfaction. In the test of Relationship between Teacher-Respondents Personal Profile and Job Satisfaction, the age, highest educational attainments and length of service were significant to the job satisfaction. Sex and civil status were noted that there was significant difference to job satisfaction.

It was concluded that the teachers of Cotabato City Philippines implies 31-40 age bracket majority are females. Many of them earned college degree and further master's unit. Therefore, if the teachers are contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners. The age, highest educational attainment and length of service were significant to the job satisfaction. Sex and civil status were noted that there is significant difference to job satisfaction (Mary Schools in Southern Mindanao, 2017).

INNOVATION, INTERVENTION, AND STRATEGY

Figure 2 is the illustration of the whole study. It gives an easier view of the research with items such as the input, process and output. The main inputs are the data gathered about the non-teaching personnel's work status and the development of the human resource program. This is followed by running the program through the respondents and a more efficient SDO personnel will emerge based on the posttest.



Fig.2. Research Paradigm

ACTION RESEARCH QUESTIONS

This study aimed to determine the work status of the non-teaching personnel of the Schools Division Office of the City of San Fernando La Union as a basis in formulating an Enhanced Human Resource Development Program.

Specifically, it answered the following questions:

1. What is the level of work status of the non-teaching personnel in the pretest?
2. Based on the level of work status of the non-teaching personnel, what program could be made in order to improve their work efficiency?
3. What is the level of work status of the non-teaching personnel after the posttest?
4. Is there a significant difference between the level of work status of the non-teaching personnel in the pretest and posttest?

ACTION RESEARCH METHODS

This study is a quasi-experimental using one group pretest-posttest design. This means that a group is not randomly assigned for the experiment rather it is already pre-selected. In this case, the Non-Teaching Staff of the Schools Division Office of the City of San Fernando were the selected participants. Only one group was used in the study wherein they underwent a pretest to see their work status. A series of activities were administered and at the end of the program, they were given a posttest to see the effectiveness of the human resource development program. The study used an adopted

questionnaire from Azeem (2014) for Job Satisfaction, Roller (2013) for Work Empowerment and Cabusora (2004) for work ethics. The data gathered were scored and were interpreted using weighted mean and t-test which helped developed the Human Resource Development Program.

Participants and other Sources of Data

The respondents included all the non-teaching staff of the Schools Division Office of the City of San Fernando La Union. Total inclusion of all the non-teaching staff of the division occupying permanent plantilla positions, whose salary grade is 19 and below are considered respondents.

The study was limited to the discussion of factors of the work status of non-teaching personnel in the SDO – City of San Fernando for the School Year 2017-2018. An enhanced Human Resource Development Program will be developed as an output of the study. The term Work Status consist of Job Satisfaction, Work Empowerment, Work Ethics and Work Competencies.

Data Gathering Methods

The study adopted different questionnaires from different researches for Work Status. From Azeem (2014), the questionnaire has 50 statements in the form of a Likert Scale to determine the level of job satisfaction of the personnel. From Roller's (2013) work empowerment and Cabusora's (2004) Work Ethics, the questionnaires have 15 and 10 statements respectively and also use the Likert Scale. The participant simply puts a check mark under the headings

according on how he or she feels for the given statement. Group discussions by the researcher with the participants were made to further explain the items.

The data gathered from the respondents concerning work status and the extent to which they were felt were computed first by getting the mean per item. This was done by multiplying the frequency for the answer choice by its corresponding value of 5, 4, 3, 2 or 1. The sum of these factors was divided by the total frequency to arrive at the mean value of each of the items.

Pretest

To begin the research, a letter of permission to conduct the study will be given to the Schools Division Superintendent. The researcher will also ask permission from the principals of the public elementary and secondary schools to float the questionnaire to the said respondents. Responses from the nonteaching staff will be treated with strict confidentiality and anonymity.

The pretest begins with the respondents answering the assessment tool emphasizing that there were no correct or incorrect answers. The non-teaching staff were ensured of confidentiality of their responses and their responses will not affect their standing at SDO-CSF. The figures that were retrieved shortly after were deemed fit for use as primary information in the formulation of the resilience program.

Execution of the Enhanced Human Resource Development Program

After the pretest, the development and conduct of the human resource development program followed as per scheduled. The program revolved around the four themes that were mentioned in the getting the level of work status of the

respondents. The proposed program was validated by five Registered Guidance Counselors from different institutions before carrying out. The validated program was run during the activity hours of the non-teaching personnel. It served as their Recreation Activity together with their workmates.

Posttest

After all the activities in the program were done, a posttest followed to measure their work status level again. The same assessment tool was used. The pretest scores were compared to the posttest results and a more efficient non-teaching personnel of the SDO-CSF emerged.

Analysis of Data

The main statistical tool that was used was the t-test which measured the differences between the frequencies of the gathered data. To know the direction and the difference of extent to which the level of work status was felt, each mean of the factors were interpreted as follows based on the questionnaire:

Range		Descriptive Rating
4.50-5.00	=	Very High (VH)
3.40-4.49	=	High (H)
2.60-3.39	=	Moderate (M)
1.50-2.59	=	Slight (S)
1.00-1.49	=	Never (N)

DISCUSSION OF RESULTS AND REFLECTION

Work Status of the Non-teaching Personnel in the Pretest

The Schools Division of City San Fernando (SDO) is one with the national government in its goals to attain the dream of every Filipino learner. It is made up of over fifty non-teaching personnel, mostly stationed in the Division Office, and the rest assigned to the schools and learning centers. The non-teaching staff members contribute and are pillars to efficient and effective delivery of services. The level of work status of the division non-teaching personnel was taken as pretest for this study. The result of the pretest is displayed in Table 1.

Table 1 presents the level of work status of the SDO Non-teaching personnel before the Human Resource Development Program. The overall work status level was moderate with a mean rating equal to 3.12. Also, data tend to vary a bit from the mean as shown by the standard deviation 0.05. Moderate level of work status means that the personnel have the ability to improve their work status at some extent and can recover from setbacks that can lead to developing their strengths.

The score on the test indicated that depending on the situation, the non-teaching personnel are somewhat resilient. Work status in this case is a changing, dynamic quality that can be put to test during particularly difficult situations. The good news is that the non-teaching personnel possess the overall qualities of good work performance, and should be able to develop better coping strategies with effort and awareness.

Table 1. Level of Work Status of the Non-teaching Personnel in the Pretest

Parameters	Mean	Standard Deviation	Descriptive Rating
1. Job Satisfaction	3.25	1.02	M
2. Work Competencies	3.04	0.92	M
3. Work Empowerment	3.02	1.03	M
4. Work Ethics	3.15	0.95	M
General Pretest	3.12	0.05	M
<i>Legend:</i>	4.50 - 5.00	=	Very High (VH)
	3.40 - 4.49	=	High (H)
	2.60 - 3.39	=	Moderate (R)
	1.50 - 2.59	=	Slight (S)
	1.00 - 1.49	=	Never (N)

The first parameter in the work status of the non-teaching personnel is Job Satisfaction. According to Abele (2006), it is the affective feeling an employee has towards their job. This could be the job in general or their attitudes towards specific aspects of it, such as their colleagues, pay or working conditions. In addition, the extent to which work outcomes meet or exceed expectations may determine the level of job satisfaction. However, job satisfaction is not only about how much an employee enjoys work. In this case, the non-teaching personnel of the SDO scored moderately (3.25) which mean that because of their life experiences, most of them had the capacity to deal with problems in the work place. However, the experience of a problem may have diminished their sense of efficacy and ability to cope.

In a parallel study, Taber and Alliger (2016) found that when employees of an American educational institute rated how much they enjoyed individual tasks within their role, their scores were moderately correlated to satisfaction with the

work itself, and associated with global job satisfaction. They found that other measures such as, level of concentration required for the job, level of supervision, and task importance, all had no impact on satisfaction. This study demonstrates that the accumulating enjoyment of work tasks added up to overall job satisfaction. However, the low relationship does suggest that other factors, besides enjoyment, contribute to how satisfied employees feel at work.

The second consideration of work status was Work Competencies. A job competency is a key element of a job description that describes a skill, knowledge or attitude that enables an employee to perform her assigned tasks (Bhutani et. al, 2010). Job competencies indicate what job incumbents, managers and supervisors consider to be attributes required to accomplish the work tasks assigned to a particular organizational role. Job-competency assessments are performed to identify these attributes.

The non-teaching personnel gained a Moderate Work Competency (3.04) which suggested that they sometimes discreetly experience the lack of skill and knowledge in doing certain tasks assigned to them.

Succeeding the second factor of work status was Work Empowerment. Employee empowerment is giving employees a certain degree of autonomy and responsibility for decision-making regarding their specific organizational tasks. It allows decisions to be made at the lower levels of an organization where employees have a unique view of the issues and problems facing the organization at a certain level (Deosthalee, 2012).

Here the respondents were assessed if they can differentiate between helpful and unhelpful activities which inspire them in the work place and at home. The SDO non-teaching personnel scored a Moderate Work Empowerment (3.02) which suggested that they can already engage in regular, positive and helpful activities but still needs improvement.

The last part of the work status assessment was Work Ethics where the non-teaching personnel again notched a moderate score (3.15). It proved that they previously had the ability to identify some goals that they wanted to achieve in the next five to ten years. Similarly, they already had the aptitude to identify the steps that they can take to achieve their goals.

Work ethics include not only how one feels about their job, career or vocation, but also how one does his/her job or responsibilities. This involves attitude, behavior, respect, communication, and interaction; how one gets along with others. Work ethics demonstrate many things about whom and how a person is (Fullan, 2014).

Over-all, status in employment refers to the status of an economically active person with respect to his or her employment, the type of explicit or implicit contract of employment with other persons or organizations that the person has in his or her job (Clifton et. al., 2010). The result of the study supports the study of Cheng and Ren (2010) which implied that in an educational system, non-teaching personnel are more concerned with coping and motivational patterns in the work place not focusing mainly on the problem but also improving their personal relationship with their peers. In this case, the non-teaching personnel of

the SDO City of San Fernando have attained a moderate level of work status. It is not that high and not that low which still gives the non-teaching staff hope that they should not focus only on stress and problems but also how to cope with the causes of stress in the work place.

Human Resource Development Program for the Non-Teaching Personnel of the SDO – CSFLU

The human resource development program was composed of eight activities that would help improve the work status of the SDO non-teaching personnel. These are Adopting Good School Practices, Project EARN: Education in Action for a Responsible Nation, Christmas Party/ Celebration, Making New Year Plans, R1AA Meet, Grand Education Nyt, Year-End General Assembly and Annual Physical Examination. Each of the activities had its own objectives, methodologies, persons involved and time frames. The program was run during certain activity hours of the employees which also serve as breathers from their everyday workloads. The Human Resource Development Program was run for eight months with one activity per month.

In general, human resource development (HRD) includes training of an individual after he or she is hired. It provides opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities (Buchanan, 2016).

Having an HRD within the department is critical to employee on-boarding and retention. Without proper training, employees cannot succeed. Without

learning and development of personal and professional skills, employees grow stale and stagnant (Balle, 2012).

Human resource development is the integrated use of training, organization, and career development efforts to improve individual, group, and organizational effectiveness (French and Wagner, 2010). Like any other organization, DepEd's HRD program develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. Groups within organizations use HRD to initiate and manage change. Also, HRD ensures a match between individual and organizational needs.

From the work of Armstrong (2012), he mentioned that group-dynamic activities were very effective and designed for the purpose of personal development, character building, and teamwork through a group dynamics. The use of group dynamic activities in HRD has a history of application in conflict resolution, anger management and team building. It was used in many areas such as drug rehabilitation and self-care.

A group dynamic activity is best effective for non-teaching staff as they seem to care more about their peers. Groups that see themselves to be unique or distinctive from other groups develop a stronger sense of cohesiveness (Gawel, 2014). In order to maximize the participants' sense of distinctiveness, group dynamic strategies were used in this study.

Work Status of the Non-teaching Personnel in the Post test

After implementing the Human Resource Development Program for eight months, the questionnaire was again used to measure the non-teachings' level of work status as posttest. The results are shown in Table 2.

Table 2 shows the level of work status of the non-teaching after undertaking the HRD Program. The work status level in the General Posttest is high with a mean rating equal to 4.06. Data were slightly clustered around the mean with the standard deviation equal to 0.63. The non-teaching personnel are now generally able to bounce back easily from a variety of trying situations and get on with their lives in the work place. Essentially, they possess most of the characteristics of a survivor, such as flexibility, self-confidence, optimism and a feeling of control over what happens in their lives.

The first factor for the work status is Job Satisfaction. There was a transition of the scores from Moderate to High. The activities encouraged the

Table 2. Level of Work Status of the Non-teaching Personnel in the Post test

Parameters	Mean	Standard Deviation	Descriptive Rating
1. Job Satisfaction	4.03	0.69	H
2. Work Competencies	3.95	0.83	H
3. Work Empowerment	4.05	0.71	H
4. Work Ethics	4.20	0.66	H
General Posttest	4.06	0.63	H
<i>Legend:</i>			
	4.50 - 5.00	=	Very High (VH)
	3.40 - 4.49	=	High (H)
	2.60 - 3.39	=	Moderate (R)
	1.50 - 2.59	=	Slight (S)
	1.00 - 1.49	=	Never (N)

non-teaching personnel in knowing oneself to revisit their strengths and adaptive coping behaviors in order to promote self-efficacy making the objective realized.

This factor was followed by Work Competency wherein there was also a remarkable change from Moderate to High. The non-teaching staff described their physical reactions to stress and identified exercises that may help in distressing reactions within the work place.

Work Empowerment was the third factor for the work status. Again, the scores of the non-teaching personnel improved from Moderate to High. The human resource development program activities were enjoyed by the non-teaching staff as well as the division teachers who also participated in other activities. They brought about awareness and understanding of the self through others' descriptions and formulated new ways of behaving and thinking in the face of stress/ problems.

Finally, under work ethics, the non-teaching personnel significantly scored High in the post test compared to their Moderate score in the pretest. They were able to contrast helpful from non-helpful behaviors in coping with stress in the office by citing the deeds they do at home during their free time. This means that the SDO non-teaching personnel have the innate ability to articulate goals in the future and had a sense of direction in doing their own assigned tasks.

The researcher noticed that the interpersonal resilience skills were more used in the HRD activities compared to the beginning of the pretest. Interpersonal skills are skills acquired by an individual with the help of other people or his social support. An individual recognizes that he or she needs the

help of other people in solving his other problems. From Mitchell (2011), social support refers to all human relationships that have a lasting and positive impact on an individual's life. Social support helps an individual and these are family, peer group, the school and the church. All these things affect the individual's way of solving problems by helping him or her.

Handel (2011) had a concept that peer groups play an important role in developing a person's resilience in the work place. The extent of influence of peers to resilience implied that the respondents contribute in strengthening and helping in the establishment of the resilience of their workmates. This denotes that the non-teaching personnel have friends to turn to during difficulties, stress or problems in the office. According to Handel, friends are also important and it is particularly vital to view peers as largely positive influences. Co-workers help each other a great deal and all adults should be aware of friends and workmates as actual or potential resources for resolving difficulties. Overall, after the implementation of the Human Resource Development Program, the respondents scored a higher level of work status compared to the pre-test. This was because of the help of their peers during the group dynamic activities

Level of Work Status between the Pretest and Post test

The Schools Division Office of the City of San Fernando La Union has over 50 non-teaching personnel with different stresses in the work place. After undergoing through the Human Resource Development Program, the respondents seem to develop a higher work status level but not Very High. The

Table 3. Difference of the Work Status between the Pretest and Post test

Variable	Mean	SD of the mean	Mean Difference	S.D. of Mean Difference	t	p-value
Pretest	3.17	0.91	0.94	1.11	13.79	<0.001
Post test	4.11	0.63				

$\alpha = .05$

difference of the scores gathered from the pretest and posttest are shown in Table 3 above.

Table 3 illustrates the difference of the means of the pretest and posttest. At 0.05 level of significance, that there was a statistically significant difference in the level of work status of the non-teaching personnel who underwent the HRD Program. From a casual interview of the personnel, one factor that contributed to the significant difference is their peers and the fact that they are in the outside setting rather than being in front of their desks in their work place. They tend to do well in the activity because they are with their workmates and there was a friendly competition.

The table also imparts the effectiveness of the HRD Program that was composed of many group dynamic activities. Due to the means of the pretest and posttest and the direction of the t value, it can be inferred, at 0.05 level of significance, that there was a statistically significant increase in the level of work status of the non-teaching personnel undertaking the HRD Program from 3.17 ± 0.91 to 4.11 ± 0.63 ($p < 0.001$); an improvement of 0.94 ± 1.11 . Thus it is safe to say that the enhanced Human Resource Development Program was effective for the SDO non-teaching personnel to become more efficient.

Some of the respondents have their own ways to cope with their problems aside from the ones that were given in the HRD Program. Based on their answers during the interview and sharing part, some methods and activities used by the employees are by eating plenty during stress, doing household chores, playing computer games, reading notes, staying at home, biking, singing, watching the television, listening to the radio, laughing at their problems, sleeping, looking for a playmate and playing basketball.

The main component of the HRD Program was the group dynamic activities that revolved around the work status mentioned. In an article by Sniezek (2012), she stated that study of groups in a psychosocial manner was founded by Kurt Lewin in 1943. Lewin explained the way small groups and individuals turn and respond to different situations and called this group dynamics. Group dynamics are group processes that develop within a group that is not present in any other pool of individuals. The processes develop through the conversations and impacts between individuals and the group. A group is a special state that consists of two or more individuals who are linked through common goals and a shared personality.

Following the research of Martin et al. (2014) contributory factors in the effectiveness of a program are Goal Setting, Information Sharing, and On-going Communication, Feedback and Social Support. During the start of the group dynamic activities, each objective was explained to the students. Goal setting session was introduced to the children and a short presentation was conducted in which the importance of setting specific, measurable, attainable, realistic and

time-bound (SMART) goals was emphasized, as were the issues of short and long term goals.

After the activity sessions and the follow-up sessions, some non-teaching personnel were randomly selected to share their outputs. These sessions also allowed the workers to openly share and discuss their successes and difficulties in the work environment, and to ask questions to other group members. Open lines of communication were also maintained among administrators, program staff and researcher throughout the eight-month program.

As employees face problems and issues in their lives especially in the work place, they have different ways and techniques on how to solve and cope with them. Examples are discovering their sources of strengths, cultivating physical care, being with friends, seeking solutions to problems, and thinking about their future. The researcher intends to help the non-teaching staff of Schools Division Office of San Fernando on how to cope with their problems and how to develop resilience at work.

Through the help of adopted questionnaires from different researches for Job Satisfaction, Work Competency, Work Empowerment and Work Ethics, the researcher made use of it as a pretest to measure the personnel Work status level. It was found that they have a Moderate Work Status Level which means that there is still room for improvement. After the benchmarking, the researcher made a program composed of activities for the division personnel to strengthen their resilience and coping mechanisms in dealing with stress in the work place. It was run for eight months with one activity per month. Subsequently, the

adopted questionnaires were again used to measure the personnel work status level as posttest. The non-teaching personnel garnered a score of High Level. With statistical treatment, the difference in the pretest and posttest scores proved to be significant which implied that the program was effective.

Indeed, group dynamic activities lift the spirit of employees to conquer the difficult situations. As young or as old as they are in their professions, adults have the capability to enhance their own work status. Employees should be helped in overcoming the difficulties not only in their everyday tasks and their relationship with their peers but also in relationships with themselves as well.

Conclusion

Based on the findings of the study, the following conclusions are drawn. The level of work status of the non-teaching personnel in the School Division Office of the City of San Fernando was Moderate giving them room for improvement in enhancing a given task or work. The score on the test indicated that depending on the situation, the non-teaching staff is somewhat resilient. Work status in this state is changing, and can be put to test during particularly difficult situations.

The Human Resource Development Program was composed of activities guided by the factors affecting the work status such as Job Satisfaction, Work Competency, Work Empowerment and Work Ethics. The activities were in the form of group dynamic activities which were proven effective and designed for the purpose of personal development, character building, and teamwork.

After undertaking the HRD Program, the level of work status of the non-teaching personnel was set to High. Basically, the respondents possess most of the characteristics of a spirited individual, such as flexibility, self-confidence, optimism and a feeling of control over what happens in their lives.

The result of the statistical treatment regarding the difference of the means of the pretest and posttest proved to be significant. There was a difference in the work status level of the non-teaching staff with inclination to the effectiveness of the program since they scored higher in the posttest compared in the pretest using the same instrument. The employees responded positively to the activities provided in the program in the light that they are surrounded by peers in the work setting.

Recommendation

Based on the foregoing findings and conclusions of the study, the following recommendations are offered. It is important to foster resilience in order for SDO non-teaching staff to cope with stress due to problems encountered in their daily work. Group dynamic activities outside the office are suggested to be facilitated by heads and administrators.

The department heads and administrators of DepEd may consider the implementation of the Human Resource Development Program and activities to enhance the employees' resilience skills. Trainings for school heads regarding the facilitation of group dynamic activities involving the division teaching and non-teaching staff are highly appreciated.

The formulated Human Resource Development Program can be further enhanced in order to not just yield to High but to Very High Work Status of the division non-teaching personnel. The activities may not only be limited to the events mentioned in the program but also to other activities with the same objectives.

A proposal to the Department of Education on the use of the developed Human Resource Program is highly encouraged so that other divisions can have a basis to further help their non-teaching staff positively and enhance their behavior in dealing with stress in the work place.

Future researchers are invigorated to study further about other factors affecting the human resource development of the non-teaching personnel.

FINANCIAL REPORT

Breakdown of Expenses

Item/s of Expenditure	Amount
Supplies and Materials	8,200.00
Printing Expense	5,000.00
Communication Expense	6,900.00
Travel Expence	9,900.00
T O T A L	30,000.00

REFERENCES

- Abele, A., Cohrs, J., & Dette, D. (2006). Integrating situational and dispositional determinants of job satisfaction: findings from three samples of professionals. *The Journal of Psychology*, 363(2).
- Anuar, B., (2009) *A study of job satisfaction among teachers*.
<http://ep3.uum.edu.my> 3.
- Armstrong, J. S. (2012). *Natural learning in higher education* 2nd ed. University of Pennsylvania: Penn Libraries
- Azeem, S.M. (2014). *Job satisfaction and organizational commitment among employees*. Sultanate of Oman Studies.
- Balle, M. (2012). *The effective organization's workbook*. The Mc Graw Hill Companies. 4.
- Bhutani, I., Flaschner, A., Gill, A., Shah, C. (2010). *The relations of transformational leadership and empowerment with employee job satisfaction: A Study among Indian restaurant employees*.
- Buchanan, K. (2016). Job performance and satisfaction. *Business and economics journal*. 2006(6).
- Cabusora, E. (2014). *Work attitude and job competence in the sdo city of san fernando*. San Fernando City, La Union
- Cabusora, E. (2017) Personal interview. Conducted on October 3, 2017.
- Cebrian, M. (2009). *National competency based teachers standard or ncbts*.
Published July 5, 2009
- Cheng, Y., & Ren, L. (2010). Elementary resource room teachers' job stress and job satisfaction. *Journal of Intellectual and Development Disability*, 44(9).
- Clifflon, R., Kwong, J., and Wang, H. (2010). Rethinking our assumptions about teachers' job satisfaction in china and the west. *Australian Journal of Educational Research*, 39(10).
- Corpuz, M. (2017) Personal interview. Conducted on November 23, 2017.
- Deosthalee, P. G. (2012). Job satisfaction of teachers in comparison with non-teachers. *Pakistan Journal of Psychological Research*, 81(11).

- Esguerra, J., (2008). On-teaching personnel's role to promoting deped's core values. *UB Research Journal*, 31(1) January – June.
- French, L., & Wagner, B. (2010). Motivation, work satisfaction, and teacher change among early childhood teachers. *Journal of Research in Childhood Education*, (152)12.
- Fullan, M. (2014). *Educational leadership*. San Francisco, California: Jossey-bass, Inc. Publishing Company.
- Gawel, J. E. (2014). *Herzberg's theory of motivation and maslow's hierarchy of needs*. ERIC Digest. www.ericdigests.org 14.
- Handel, G. (2011). *Childhood socialization*. New Jersey: Transaction Publishers
- Klassen, R. M., Usher, E. & Bong, M. (2010). Teachers' collective efficacy, job satisfaction, and job stress in cross- cultural context. *The Journal of Experimental Education*, 18, p.464-486.
- Labadia, D. (2010). *Organizational commitment, work performance and job satisfaction among the faculty of the religious of virgin*.
- Martin, L. J., Burke, S. M., Shapiro, S., Carron, A. V., Irwin, J. D., Petrella, R., Shoemaker, K. (2014). BMC public health. *The use of group dynamic strategies to enhance cohesion in a lifestyle intervention program for obese children*. Retrieved on March 17, 2017 from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2723112/#>
- Mary Schools in Southern Mindanao (2017). Doctoral Dissertation. Notre Dame University, Cotabato City.
- Mitchell, F. (2011). *Resilience: concept, factors and models for practice*. Retrieved on July 22, 2016 from file:///C:/Users/The%20Counselor/Downloads/resilience-concept-factors-and-models-for-practice.pdf
- Roller, W.K. (2013). *Measuring empowerment: the perception of empowerment instrument*. UK Studies.
- Snizek, S. M. (2012). *How groups work: a study of group dynamics and its possible negative implications*. Retrieved on March 17, 2018 from <http://serendip.brynmawr.edu/exchange/sarahmalayasniezek/how-groups-work>

Syptak, J.M., MD, Marsland, D.W. MD, & Ulmer D., PhD (2015). *Job Satisfaction: Putting Theory into Practice*. <http://www.aafp.org> 17.

Taber, T.D. and Alliger, G.M.(2016), A task-level assessment of job satisfaction. *Journal of Organisational Behaviour*, 162(2016) pp. 10.