

Competency-Based Job Performance of Higher Education Institution's Personnel: Human Resource Management

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Abstract

Job competency is a significant foundation of work performance. The study examines the profile and determines the job competency level of the faculty, non-teaching employees and job order employees of Cebu Technological University- San Francisco Campus for the academic year 2016-2017. The job competency level is based in terms of accounting and administrative competencies, planning and development competencies, Human Resource Management and development competence, behavioral human competencies, organizational core competencies and supervisory managerial competence using the job competency assessment tool developed by the Human Resource Management Office. Results showed that the personnel job profile in terms of length of service ranges from 21-25 years for the teaching personnel, 11-15 for non-teaching and 1-5 years for the contractual workers. Ranks of the teaching faculty are mostly Instructor 1 followed by Assistant Professor 1 with one University Professor, the highest in rank. For the non-teaching personnel most of them were Admin Aide 1 and for the job order workers were mostly office assistant job description. Competency level of all the employees in terms of

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accounting and administrative, planning and development, Human Resource Management and development, behavioral human, organizational core competence, and supervisory managerial competence ranked as moderately competent by the respondents. There is a need to further improve their competency skills in the workplace.

Keywords: Job Competency, Training Development Plan, Descriptive Survey Method, Competency Level, human resource management, job competency assessment tool

Introduction

Job competency is a significant foundation of work performance. Competencies include a range of characteristics, behaviors and traits necessary for successful job performance (Noor and Dola, 2009). In Higher Education Institutions (HEIs) competency levels and skills were one of the measures on the performance of faculties and even the non-teaching personnel. Competency is also used as a more comprehensive description of the requirements of human resources in organizations. Competency-based practices are among those integral tools for selection, retention, and development of the human resources in the institution (Noor and Dola, 2009). Competency guidelines were created in organizations which are used in creating job functions. Competency models were also made as useful tool in facilitating and support of institutional goals and strategies.

Competency-based Human Resource Management prioritizes ways of transforming job competences as building blocks for all human resource efforts instead of job descriptions. These key competencies are important for being competitive in the

workplace (Prahald and Hamel, 2000). However, an individual need to invest his/her resources in acquiring competencies based on three ways of knowing which have been regarded as the critical aspects of career competency in the modern career environment (Suutari & Mäkelä, 2007). These career competencies are the critical predictors of many work performance aspects in various research settings (Zikic & Ezzedeen, 2015). These three ways of career competencies are knowing how and work performance, knowing whom and work performance and career competency and work performance. All these competencies were found out to have significant relationships with perceived individual work performance (Arthur et al., 2017). Competency-based system combines the organization and personal goals (Grissom, 2009). Performance level and competency skills will be measured particularly in the Higher Education Institution (HEI) to where they contributed much on the success of the mission and vision of the school.

Employee performance improvement represents the achievement of certain work or task. Performance is an expression of the intervention into knowledge, skill and ability in order to increase the tangible and measurable productivity. Employee performance can be measured into different indicators such as (1) work quantity, (2) work quality, (3) dependability, (4) accountability to the work, and (5) punctuality in finishing the work. These indicators are adopted from Mahmudi's Theory (2007).

Performance assessments and evaluation are tools that measure what employees actually do in their working environment. These are also been found to be related to employee's effectiveness and are a much more potent tool

for evaluating employees' competence, satisfaction and readiness (Sabaityte, 2016). Performance assessment serves as benchmark in propelling workers in the job. The effectiveness is also a concrete tool for the evaluation of worker's competencies. In universities, employees both teaching and non-teaching personnel and job order workers really differ as to their competencies due to nature of work, educational qualification and many considerable factors. With this, the study wanted to find out the job competency level of the employees of Cebu Technological University- San Francisco Campus based on the job competency assessment tool developed by the Human Resource Management Office as basis for training plans and salary scaling of personnel.

Methodology

The study used an assessment tool developed by the human resource management office (HRMO) for the evaluation on job competencies of worker or employees. There is a total of 59 respondents composed of 26 teaching personnel, 17 non-teaching and 16 job order or contractual employees of Cebu Technological University-San Francisco, Campus. A Likert scale was used to give quantification of the responses of the respondents in the statement of the job competency assessment tool with rating of high, moderate and low on the described competency indicators.

RESULTS AND DISCUSSIONS

The profiles of the respondent were presented below in terms of age, sex, years in service and position. These factors are considered for this will show their profile and hence affected by the level of their job competencies.

Table 1
Age and Gender Profile of the Employees

Age Range	Teaching personnel		%	Non-teaching personnel		%	Job order/ contractual		%
	Male	Female		Male	Female		Male	Female	
20-25	0	1	3.85	0	0	0	3	7	62.5
26-30	3	0	11.54	0	1	5.88	0	4	25
31-35	4	2	23.08	2	0	11.76	0	1	6.25
36-40	1	0	3.85	2	2	23.53	0	0	0
41-45	1	3	15.38	1	0	5.88	0	0	0
46-50	1	2	11.54	2	0	11.76	0	0	0
51-55	1	2	11.54	1	3	23.53	0	1	6.25
56-60	0	2	7.69	1	2	17.65	0	0	0
60 above	2	1	11.54	0	0	0	0	0	0
Total	13	13	100	9	8	100	3	13	100
Average									
Age:	45	42		46	45		23	36	

Age and gender profile are variables identified to have effects on job satisfaction. As

presented in many empirical studies on job satisfaction of workers, results have suggested that female workers have lower level of job satisfaction than their male counterparts because male officials dominate most of the public organizations (Ellickson and Lodgson, 2001). Furthermore, worker’s age has been found to have a negative impact on worker’s job satisfaction because younger workers are more satisfied with their jobs than their senior counterparts.

Furthermore, it was found that male teaching personnel of CTU- San Francisco Campus with age ranges from 31-35 got the highest percentage of 23.08% followed by males (ages 26-30) and females (ages 41-45) that got

11.54% and 15.38 respectively. This implies that the respondents in the teaching staff are still active and with high job satisfaction. As indicated in the result three (3) respondents are now in the retirement age of 60 and above that means to separate in the service.

Contrary with the non-teaching personnel, female ages 51-55 years old got the highest frequency of three (3) with a percentage of 23.63% but male personnel got the highest number of nine (9) than female ones. For job order or contractual employees, is mostly composed of female ones (13) than males (3). This means that more female workers are able to get hired as contractual than male ones.

Table 2: Length of Service of the Employees at CTU-San Francisco Campus

Length of Service	Teaching personnel	%	Non-teaching personnel	%	Job order/ contractual	%
Less than a month	2	7.69	0	0	1	6.25
1-5 yrs	4	15.38	4	23.53	14	87.5
6-10 yrs	2	7.69	2	11.76	0	0
11-15 yrs	4	15.38	4	23.53	0	0
16-20 yrs	4	15.38	1	5.88	0	0
21-25 yrs	5	19.23	0	0	0	0
26-30 yrs	2	7.69	2	11.76	1	6.25
31-35 yrs	1	3.85	2	11.76	0	0
36-40 yrs	2	7.69	2	11.76	0	0
Total	26	100	17	100	16	100

Length of service accounts for the job performance of an employee. As indicated in the results of the study it was found that 21-25 years of service got the highest of 19.23% and the lowest is 31-35 years of service with 3.85%. Studies further show that teachers had the greatest productivity gains during the first

few years on the job, after which their performance tends to level off (Boyd et al. 2007). Furthermore, other research shows that, on average, teachers with more than 20 years of experience are more effective than teachers with no experience, but are not much more effective than those with 5 years of experience (Ladd, 2008). Result implies that faculty members’ length of service may have impact on job satisfaction and job competencies.

In the part of the non- teaching personnel 1-5 years and 11-15 years of service in the job got the highest of 23.53% with lowest on 16-20 years (5.88%). And for the contractual workers, results showed that workers are new in their job since most of them render 1-5 years of service.

Job position and or job assignment of a public official is another factor or variables that affect job competency and satisfaction. Public

officials have many different interests, and these are sometimes satisfied on the job. However, the more public officials find that they can fulfill their interests while on the job, the more satisfied they will be with those jobs (Creswell, 2003).

Table 3: Job Position of the Teaching Personnel at CTU- San Francisco Campus

Job Position	Frequency	Percentage (%)
Instructor 1	9	34.61
Instructor 2	1	3.85
Instructor 3	2	7.69
Asst. Professor 1	3	11.54
Asst. Professor 2	2	7.69
Asst. Professor 3	2	7.69
Asst. Professor 4	2	7.69
Asso. Prof.1	0	0
Asso. Prof.2	0	0
Asso. Prof.3	2	7.69
Asso. Prof.4	1	3.85
Asso. Prof.5	1	3.85
University Professor	1	3.85
Total	26	100

As indicated in the table, the teaching personnel or faculty members are mostly with the position or rank of Instructor 1 (34.61%) followed by Assistant Professor 1 (11.54%). This implies that the teaching staff needs to be more engaged and upgrade their professional level of professional competence or rank as it is the highest rank position of a university teaching personnel.

rank to have higher competency level in the fields since Instructor 1 is the lowest level of professional rank or job position in the teaching profession of a university institution. Furthermore, a University Professor in rank got a percentage of 3.85 that means a high

Table 4: Job Position of the Non-Teaching Personnel at CTU- San Francisco Campus

Job Position	Frequency	Percentage (%)
Admin. Aide 1	4	23.53
Admin. Aide 4	1	5.88
Admin Aider 4	2	11.76
Administrative Officer	2	11.76
Admin. Asst. 3	1	5.88
College Librarian 1	1	5.88
Registrar 2	1	5.88
Nurse 2	1	5.88
Guidance Counselor 3	1	5.88
Farm Worker 2	1	5.88
Watchman 1	2	11.76
Total	17	100

As indicated for the job position of the non-teaching personnel of the university, position of Admin Aide 1 got the highest in frequency of four (4) which is 23.53%. The positions in the non-teaching personnel are the workers

important to fill in as university status institution to work on and to cater services to different stakeholders or clients. Further, the job competency of the workers should be in relation to their job position as it is very important in the field they are working.

Table 5: Job Position of the Job Order/ Contractual at CTU- San Francisco Campus

Job Position	Frequency	Percentage (%)
Office Assistant	12	75
Chief Cook	1	25
Library office assistant	1	6.25
Canteen in- charge	1	6.25
Job order	1	6.25
Total	16	100

Table 5 shows the job position that comprises the contractual workers. These workers are not regular employees and anytime in their job, they can be separated for any means or as of the end of their contract terms signed. Further, as indicated in the table, office assistant comprises the largest (75%) job position filled in as these are needed in the different offices or departments of the institution.

Table 6: Accounting and Administrative Competencies of the CTU- San Francisco Campus Employees (n=59)

CTU Employees	Level of Accounting and Administrative Competencies						Total
	Low scale	%	Moderate scale	%	High scale	%	
Teaching Personnel (n=26)	5	19.23	16	61.54	5	19.23	26
Non- Teaching Personnel (n=17)	2	11.76	10	58.82	5	29.41	17
Job Order/Contractual (n=16)	0	0	11	68.75	5	31.25	16
TOTAL	7	30.99	37	189.11	15	79.89	56

Table 6 shows the level of competency in terms of accounting and administrative work of the employees. It shows that all the employees rated moderate (37) followed by high rating (15) in terms of accounting and administrative skills. Accounting competencies deals with the system of the

skills in recording and analyzing reports, principles in financial transactions in relation to the job position they are assigned. For the administrative competencies it deals primarily on managerial with the duties and assignment they are in.

Table 7: Planning and Development Competencies of the CTU- San Francisco Campus Employees

CTU Employees	Level of Planning and Development Competencies						Total
	Low scale	%	Moderate scale	%	High scale	%	
Teaching Personnel (n=26)	4	15.38	19	19.08	3	11.54	26
Non- Teaching Personnel (n=17)	1	5.88	13	76.47	3	17.65	17
Job Order/Contractual (n=16)	2	12.5	9	56.25	5	31.25	16
TOTAL	7	33.76	41	151.8	11	60.44	59

Table 7 presents the planning and development competencies where it deals mostly on achieving something useful or valuable in the workplace and the act of creating something new or becoming advanced in their job or field. As indicated in

the study it was found that the employees were having a rating of moderate level of the competency with a frequency of 41 followed with a high rating scale of 11. This further means that the employees are moderately

competitive in the field of planning and development field.

Table 8: Human Resource Management and Development Competencies of the CTU- San Francisco Campus Employees

CTU Employees	Level of Human Resource Management and Development Competencies						Total
	Low scale	%	Moderate scale	%	High scale	%	
Teaching Personnel (n=26)	8	30.77	15	57.69	3	11.54	26
Non- Teaching Personnel (n=17)	3	17.65	12	70.59	2	11.76	17
Job Order/Contractual (n=16)	6	37.5	6	37.5	4	25	16
TOTAL	17	85.92	33	165.78	9	48.3	59

Table 8 presents the human resource management and development competencies and employees are moderately competent (33) followed by low level that comprises 17 out of 59 employees that rated the scale. Furthermore, the job order workers are with low rating that got equal with moderate rating. This means that they need more seminars

related to development of human relations and its ways in dealing with the competencies. Human resource management and development competencies deal with the skills in developing better interpersonal and intrapersonal relations and adjustments. It is further a way of dealing group of people in the organization.

Table 9: Behavioral Human Competencies of the CTU- San Francisco Campus Employees

CTU Employees	Level of Behavioral Human Competencies						Total
	Low scale	%	Moderate scale	%	High scale	%	
Teaching Personnel (n=26)	8	30.77	12	46.15	6	23.08	26
Non- Teaching Personnel (n=17)	1	5.88	13	76.47	3	17.65	17
Job Order/Contractual (n=16)	3	18.75	11	68.75	2	12.5	16
TOTAL	12	55.4	36	191.37	11	53.23	59

Behavioral human competencies deal with actions relating or involving the way a person or worker respond to the co-workers and human relations. As presented in the table the

workers or employees are moderately competent in the skills of behavioral human relations.

Table 10: Organizational/Core Competencies of the CTU- San Francisco Campus Employees

CTU Employees	Level of Organizational/Core Competencies						Total
	Low scale	%	Moderate scale	%	High scale	%	
Teaching Personnel (n=26)	3	11.54	19	73.08	4	15.38	26
Non- Teaching Personnel (n=17)	1	5.88	11	64.71	5	29.41	17
Job Order/Contractual (n=16)	3	18.75	12	75	1	6.25	16
TOTAL	7	36.17	42	212.79	10	51.04	59

In the organizational core competencies CTU employees got moderately competent with a frequency of 42 out of 59 employees. This

means that they are moderately competitive enough in terms of planning and arranging of events and works related to their jobs.

Table 11: Supervisory/ Managerial Competencies of the CTU- San Francisco Campus Employees

CTU Employees	Level of Supervisory/Managerial Competencies						Total
	Low scale	%	Moderate scale	%	High scale	%	
Teaching Personnel (n=26)	3	11.54	20	76.92	3	11.54	26
Non- Teaching Personnel (n=17)	3	17.65	10	58.82	4	23.53	17
Job Order/Contractual (n=16)	3	18.75	11	68.75	2	12.5	16
TOTAL	9	47.94	41	204.49	9	47.57	59

Out of 59 employees it was found out that 41 of the employees got moderately competent in the level of supervisory and managerial competencies. This competency deals with the skill of operation and management of one's work.

Conclusions

A highlight in the study conducted was that the level of job competency of all the employees: teaching personnel, non-teaching personnel and job order or contractual workers

are rated with moderately competent level in the Human Resource Management Office assessment tools in the field of Accounting and administrative competencies, Planning and development competencies, Human Resource Management and Development Competence, Behavioral Human Competencies, Organizational core competence, and Supervisory Managerial competencies.

Recommendations

A training development plan in all the competencies of accounting and administrative competencies, Planning and development competencies, Human Resource Management and Development Competence, Behavioral Human Competencies, Organizational core competence, and Supervisory Managerial competencies will be conducted since the employees are rate only with moderate level of job competency. Furthermore, the specific low level of the employees is on Human Resource Management and Development Competence which in return will be given emphasis and first to implement. Moreover, job satisfaction level of employees in their job assignment can be studied for determining their satisfaction level in terms of job description in order to improve performance.

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