



RESEARCH ARTICLE

NON-TEACHING PERSONNEL'S ATTITUDE AND BEHAVIOR TOWARDS TRAINING AND DEVELOPMENT IN AN EDUCATIONAL INSTITUTION: EVIDENCE FROM A CITY IN THE PHILIPPINES

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ABSTRACT

The purpose of the research is to identify the relationship between non-teaching personnel's attitude and behavior towards training and development in an educational institution in Sto. Tomas City. In this regard, the effects of training and development in an educational institution in Sto. Tomas City on non-teaching personnel's attitudes and job performance need to be recognized. Personnel are the basic unit of every organization to accomplish certain goals and objectives. A total of fifty (50) non-teaching personnel were the participants of this quantitative study. The descriptive method was used in the conduct of the research. Statistical analysis was used to analyze the data. The findings of the research were grounded in the training and development experiences of the non-teaching personnel in an educational institution in Sto. Tomas City. Training and development have positive effects on personnel in that they are in an advanced position in relation to their work and can be more competent. Strict adherence to the guidelines for conducting a training and development activity is highly recommended.

KEYWORDS

Attitude, behavior, training, development

1. INTRODUCTION

The human capital is the most important asset of any organization. The capability of an organization depends on the skills and knowledge of different employees who contribute to the organization's efficiency and effectiveness. Thus, Human Resource Development (HRD) paramount the importance of training and development and became one of the vital sectors of HRD functions. Various studies have been conducted that training and development is essential at all employee levels to replenish the eroded and obsolete skills (Fabrigar et al., 2005). Training is the process of increasing the knowledge and skill of an employee for doing a particular job. The effectiveness of T&D depends on the employees' attitude and behavior towards training and development (Elnaga and Imran, 2013)[1]. The training and development programs are also essential for employees in different sectors to cope with the changing modern world. This study is set to analyse personnel's attitude, behavior and T&D. Training & Development is vital for the success of any organization and an organization can be successful only with a happy and satisfied workforce (Truitt, 2011) [5]. This study focuses on the non-teaching personnel's attitude and behavior towards Training and Development in Sto. Tomas City, Philippines.

2. LITERATURE REVIEW

Personnel are said to be the bloodline of any private or government organization. Human Resource Development (HRD) makes sure that personnel are given Training and Development to adapt in a fast-changing work setting and environment. Psychologists have various explanations and theories on how human's attitude and behavior work. Based on the studies, attitudes are positive or negative; favorable or unfavorable (Chaiklin, 2011; Cherry, 2022). In addition, attitudes have three components: an affective component (feelings), a behavioral component

(the effect of the attitude on behavior), and a cognitive component (belief and knowledge) (Cherry, 2022; Fabrigar et al., 2005). An attitude describes persons' enduring favorable or unfavorable cognitive evaluations, feelings, and action tendencies toward some object or idea. Researchers define behaviour as anything a person does in response to internal or external events (Campbell et al., 2015). Behaviour represents the interaction between individuals and their external changes (e.g., social or ecological events) or activities (Uher, 2016). Chaiklin (2011) concluded in his research that most of the social psychologists found out that attitudes and behavior are not always aligned (Chaiklin 2021).

Training and Development is the continuous process of improving skills, gaining knowledge, clarifying concepts, and changing attitude through structured and planned education by which the productivity and performance of the employees can be enhanced. Training and Development emphasize on the improvement of the performance of employees as well as groups through a proper system within the organization which focuses on the skills, methodology and content required to achieve the objective (Elnaga and Imran, 2013). Good and efficient training of employees helps in their skills and knowledge development, which eventually helps an organization to improve its productivity (Mthokozisi and Hlatywayo, 2015; Gullu et al., 2016). Training is a reactive process to develop skill in a short-term period of time and to meet the present need of an employee. Development is a proactive process to develop the total personality in a continuous process and addressing the future need of an employee. Definition of training is that it is a learning process that includes gaining knowledge, enhancing skills, concepts and changing of attitudes and behaviors to improve employees' performance (Uher, 2016; Wilkins, 2010). Training refers to teaching an employee new skill to help them improve their job performance and work more efficiently while development, on the other hand, refers to the improvement of existing skills. Training is the formal and systematic

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modification of behavior through learning which occurs because of education, instruction, development, and planned experience. People are assets to be developed and development is improving individual performance in their present roles and preparing them for greater responsibilities in the future (Chelawat, 2015; Tanner, 2017; Muhhamad and Fard, 2013).

According to various studies, conducting the training and development of personnel can be beneficial both to the personnel and the organization itself. The benefits are retaining employees, developing future leaders, empowers employee, boost work engagement and builds work relationships. Moreover, it is the optimum utilization of resources, development of skills, knowledge, and leadership, increase level of performance, productivity and motivation and improvement of organization culture that benefits the employee and the organization (Tohidi and Jabbar, 2011; Ekundayo, 2018). Training is about knowing where you are in the present and after some time where will you reach with your abilities.

There is a direct relationship between job training and employee's job performance and an employee must be motivated to work for a company or organization (Twumasi, 2018; Tanner, 2017). Well trained and developed employees are assets of the organization, they tend to stay longer because they feel valuable. According to researchers, T&D is a one way to boost employee performance, morale, and competency level. Vats (2016) also concluded that there is a direct positive correlation with job performance and that training and development has become the one of the most important functions in an organization (Vats, 2016). Offering training programs to employees increases their loyalty to the organization that gives tools needed not only to succeed in their career but to grow. Accessible training and development give personnel to opportunities to pursue their career goals and shift into their interests for their future. Most employees are likely to stay in a job where they feel appreciated while

offer opportunities to grow.

2. METHODS

This study used a quantitative approach. Quantitative research is a method to acquire information on a specific group of people (Allen, 2017; Hammersley, 2013). Quantitative research is a way to explain phenomena using numerical data. The descriptive method was used in conducting the research. Simple statistical tools like average and ranking were used to analyse the data. The data were gathered thru survey questionnaires adopted on Likert rating scale and distributed thru Google Forms. The findings of the research were grounded in the experiences of fifty (50) non-teaching personnel in Sto.Tomas City, Philippines. Statistical analysis was used to analyse the data. This research was limited only to the non-teaching personnel Sto. Tomas City, Philippines.

3. THE WEIGHTED AVERAGE OR MEAN

The Weighted Average takes into account the varying degrees of importance of the numbers in a data (Ganti, 2023; Bhawna and Gobind, 2015). To compute multiply the weight of a particular event or indicator with its associated quantitative outcome and then summing all the products (Clark- Carter, 2010). The weighted average takes place using the formula:

$$\text{Weighted Average} = \frac{\text{Sum of weighted terms}}{\text{Total no. of terms}} \quad \text{or} \quad \bar{x} = \frac{\sum x_i \cdot w_i}{\sum w_i}$$

4. THE DATA ANALYSIS

The gathered data were analysed using the statistical tool, the weighted average and ranking. Below are the results based on the collected data from non-teaching personnel in Sto.Tomas City, Philippines.

Table 1: Attitude and Behavior Towards Training and Development

INDICATORS	Mean	Interpretation	Rank
Honored and motivated to attend T&D	4.72	SA	7
Pleased and excited to new learning experience in T&D	5.00	SA	1
Stressed and burdened when attending T&D	1.90	DA	9
Anxious and nervous to participate in T&D	2.36	DA	8
Believe that T&D is essential/vital for my career growth	4.92	SA	3
Believe that enhancement as personnel come through T&D	4.76	SA	5.5
Believe that T&D boost self-confidence in the tasks given	4.80	SA	4
Believe that improved job knowledge and skill	4.76	SA	5.5
Believe that T&D increased my competency level	4.98	SA	2
Overall Mean	4.24	SA	

Legend: 4.01-5.00 Strongly Agree (SA), 3.01-4.00 Agree (A), 2.01-3.00 Neutral (N), 1.01-2.00 Disagree (DA), 0.01-1.00 Strongly Disagree (SD)

It can be gleaned from the above table the non-teaching personnel's attitude and behavior towards training and development in an education institution in Sto. Tomas City. The result shows that the personnel are honored and motivated to attend T&D obtained weighted mean of 4.72. Personnel are pleased and excited to learn new learning experiences obtained a weighted mean of 5.00 with an interpretation of Strongly Agree. Non-teaching personnel feel stressed and burdened to when attending the training and development obtained weighted mean of 1.90. When it comes to participating in T&D, personnel feel anxious and nervous that obtained weighted mean of 2.36. Non-teaching personnel also consider attending T&D activities are essential and vital for their career growth that obtained weighted mean of 4.92. Training and development boost personnel's self-confidence obtained weighted mean of 4.80. The T&D improved personnel's job knowledge and skills and enhancement as personnel both obtained weighted mean of 4.76. Personnel believe that T&D increased their competency level obtained a weighted mean of 4.98.

As shown in the table, most of the non-teaching personnel are thrilled to learn and experience new things in a training and development program and activities to improve their career position and to increase promotion opportunities. This also demonstrated that the personnel are extensively interested to participate in the training and development program, projects, and activities. In addition, the personnel displayed positive attitude and behavior towards training and development in an educational

institution in Sto (Locke, 1969). Tomas City.

The Table 2 shows the effects of training and development in an educational institution on non-teaching personnel's attitude and performance. The personnel strongly agree that after joining a training and development program their performance is enhanced obtaining the weighted mean of 4.89. Personnel also strongly agree that their productivity level increase obtaining weighted mean of 4.92. Non-teaching personnel strongly agree that their job knowledge and skills are improve after joining the T&D activity that gained a weighed mean of 4.96. Boost self-confidence and enhance positive attitude towards the job obtained weighted mean of 4.90. Competency level increased of personnel obtained weighted mean of 4.76 with an interpretation of Strongly Agree (SA). The personnel can work more independently obtained weighted mean of 3.98. In addition, non-teaching personnel strongly agree that they build personnel and work relationship after the training and development gained weighted mean of 4.65.

The table depicted optimistic results of the effects of training and development. Thus, the non-teaching personnel has greatly improved their attitude and performance, job knowledge, skills, competency, and self-confidence after joining a training and development programs, projects, and activities (Tohidiand Jabbar, 2011; Mthokozisi and Hlatywayo, 2015; Ekundayo, 2018; Gullu, 2016).

Table 2: Effects of Training and Development in an Educational Institution on Non-teaching Personnel's Attitude and Performance

INDICATORS	Mean	Interpretation	Rank
Enhanced personnel performance	4.89	SA	4
Boost personnel productivity	4.92	SA	2
Heightened personnel job knowledge and skills	4.96	SA	1
Increased personnel competency level	4.76	SA	5
Boost personnel self-confidence and morale	4.90	SA	3
Can work more independently (empowered personnel)	3.98	A	7
Build personnel and work relationship	4.65	SA	6
Overall Mean	4.72	SA	

Legend: 4.01-5.00 Strongly Agree (SA), 3.01-4.00 Agree (A), 2.01-3.00 Neutral (N), 1.01-2.00 Disagree (DA), 0.01-1.00 Strongly Disagree (SD)

Table 3: Personnel's View on the Present T&D System

INDICATORS	Mean	Interpretation	Rank
Satisfied with current T&D system	2.90	N	3
Discrimination in deputing personnel for T&D	1.56	DA	4
Aware of available T&D opportunities	4.26	A	2
Superior supports continuous learning and professional development through T&D	4.62	SA	1
Overall Mean	3.335	A	

Legend: 4.01-5.00 Strongly Agree (SA), 3.01-4.00 Agree (A), 2.01-3.00 Neutral (N), 1.01-2.00 Disagree (DA), 0.01-1.00 Strongly Disagree (SD)

Table 3 shows the personnel's view on the present training and development system in an educational institution in Sto. Tomas City. Personnel are satisfied with the institution's current T&D system obtained weighted mean of 2.90. Non-teaching personnel disagreed with no equal T&D opportunities given obtained weighted mean of 1.56. Fully aware of available T&D opportunities obtained weighted mean of 4.26. Superior supports continuous learning through the T&D obtained weighted mean of 4.62.

The educational institution demonstrated an encouraging support to continuous learning and development and provide career opportunities, job enhancement and job enlargement to its non-teaching personnel.

5. CONCLUSION

This study is targeted to identify non-teaching personnel's attitude and behaviour towards training and development in an educational institution in Sto. Tomas City, Philippines. Based on the analysis, majority of the non-teaching personnel shows positive attitude and behavior towards training and development as they are pleased and excited to join in such activities. Personnel also believed that it is vital for their career growth and competency level will be enhanced through training and development. Positive attitude and behavior may affect the drive, motivation, and enthusiasm of personnel to join the training and development. Enhanced personnel performance, job knowledge and skill, boost the personnel productivity and competency level are the evident effects of training and development in an educational institution in the said city. The training and development should be part of an educational institution's culture and should be taken at a strategic level. In today's competitive era, proper

training and development programs can go a long way to have competent non-teaching personnel. The direct relationship between the training and development and personnel's job performance is distinct in the result shown in Table 2 (Truitt, 2011). The study also shows that the non-teaching personnel has different view and take in the present training and development system of the educational institution in Sto. Tomas City.

Understanding the needs of personnel's training and development is the responsibility of the organization's Human Resource Development (HRD). In today's training and development setting, processes are made to standardize the said activity such as planning, implementation, monitoring, and evaluation. The HRD should determine the need of training and development for an individual or a team. It must be aligned with the institution's goals and objectives. The goals and objectives of the training and development must be established which need to be achieved. The HRD should also determine what methods of training and development is appropriate to use. Then, conduct and implementation of the training and development for non-teaching personnel may take place. After the implementation, monitoring and evaluation of the output and performance post the training and development activity. The HRD can keep track of the performance to evaluate if more training and development is needed (Altmann, 2008).

By training, non-teaching personnel can learn new information, new methodology and refresh their existing knowledge and skills. Due to this there is much improvement and adds up the effectiveness and efficiency at work. The motive behind giving the training and development is to create an impact that lasts beyond the end time of the training itself and personnel gets updated with the new trend.

**Figure 1: Training and Development Process Framework**

RECOMMENDATION

The significance of training and development particularly revolves around programs, projects and activities that allow personnel to learn skills and knowledge to improve performance. Employees may feel varying levels of satisfaction or dissatisfaction with the current job, working environment, personal and professional growth, and other various factors. Since, job satisfaction is a perception associated to personnel's welfare, that rope in attitudes towards work and is both a personal and emotional reaction of employees to their work (Locke, 1969). In addition, training and development programs is a more extensive employee growth plan for forthcoming performance instead of instant career position development. With that, efforts should be made by the educational institution to encourage and motivate so as to continue and improve non-teaching personnel's positive attitude and behavior toward the training and development programs.

Training and development are critical aspects for personnel's career advancement that is why most of the organizations standardized their

T&D. Standardized training and development ensures the consistency of work, employees receive the equal level of training and have access to the same resources to enhance the overall quality of work. With a standardized technique to training, institutions can reduce the demand to create and deliver exceptional training programs, projects and activities for each personnel, section, or department, that will also help to minimize the use of resources and increase efficiency at the same time. Standardized training programs improve personnel satisfaction by granting perfect learning openings and progress tracks for all, notwithstanding of their position, function, and salary. There are training elements that should be consistent such as training materials, these are the handbooks, manual, videos, presentations to ensure all personnel will receive the same information and to act according to the same process. Training methods, performance metrics, trainers, frequency, and records are included in a standardized training and development. Educational institutions may issue handbook or manual containing guidelines and policies on conducting the training and development. What, when how and why a training and development program should be done must also be included in the manual.

The challenge to any organization is not only to continue to retain employees but also to provide career opportunities, job enhancement and job enlargement. Training and development should be directed on formulating the employee for a long-term employability rather than a lifetime of company employment. The education institution can help select learning and development programs, projects and activities that match personnel's career development objectives. Since it is continuous and dynamic process, employees may need encouragement and support in evaluating and re-assessing their goals and activities. Educational institutions are in a significant position to provide valuable feedback and learning activities or resources through its Human Resource Development Division. Therefore, this can contribute considerably to personnel's career development by supporting career development activities within the organization.

In line with this, the institution /organization may develop a career focus plan and trainings outside the scope of job description to fully capacitate and to increase the professional growth of non-teaching personnel. Opportunities for promotion and/or lateral moves has a great impact to their career satisfaction and will develop greater sense of responsibility for managing their own career which contributes to self-confidence. And eventually will increase personnel motivation, morale, productivity and fosters commitment and loyalty to the organization where they belong.

Training and development increase diversity to the work balance and help organizations to rich their goals efficiently and effectively. The difficulty and dimensions of training programs prime the employees for numerous challenges they may encounter while achieving their tasks. And it also makes them competent enough to manage bringing high-value output with advanced skills and capability. Training and development are enormous tasks and requires the expertise of a professional. Some organizations tie up, and partner with training partners that create their internal courses and study material. For example, it is cost-effective to hire professional training and development unit that allows the organization's leverage to latest tools available for the target. These professionals have superior familiarity of approaches and explanations that best fit for organization's training requirements.

When the Human Resource Development Division established a manual for training and guidelines, this allows them to follow the procedures when conducting such program and activities. Moreover, consistent training and development are provided to right personnel at the right interval or time of learning and development. Risks in the training and development process within the organization will be reduced provided that the policy guidelines shall be strictly followed.

Furthermore, the organization benefits from investing in successful training and development programs and activities. The organization gains from motivated, committed and engages personnel while they also benefit from working for an institution that appreciates and supports the continuous learning development of employees. Thus, this is a win-win situation for both parties – organization and personnel.

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