Advancing Professional Learning and Development Program for Non-Teaching Personnel in Sorsogon State University

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Abstract— This study focused on Sorsogon State University's non-teaching personnel, particularly their status in learning and development. The critical role of non-teaching personnel and the potential benefits of their professional development need to advance the L&D programs at Sorsogon State University.

The researcher sought answers to problems about the professional learning and development programs engaged in by the non-teaching personnel of Sorsogon State University, their extent of engagement to the university's existing professional learning and development programs, the level of effectiveness of these programs and the skill gaps identified by the non-teaching personnel that hinder them from working efficiently. A descriptive research design was used, using quantitative methods. Fifty non-teaching employees of the Sorsogon State University were taken in as respondents.

The study revealed that SorSU provides a broad range of professional learning and development programs, focusing on inclusivity and practical skills. The professional learning and development programs at Sorsogon State University effectively enhance the skills and performance of non-teaching personnel. The programs positively contributed to their professional development. Notable gaps in learning and development programs were found. The researcher proposed an intervention program to advance the professional learning and development program of Sorsogon State University. It aims to enhance the relevance and applicability of the existing professional learning and development (PLD) programs to the non-teaching personnel's job functions.

Keywords— Extent of Engagement, Intervention Program, Professional Learning and Development Programs, Skill Gaps.

I. INTRODUCTION

Non-teaching personnel in higher education institutions (HEIs) play a vital role in ensuring the smooth operation of academic and administrative functions. Their effective contribution is crucial for maintaining high service standards, operational efficiency, and overall employee satisfaction. While much attention has traditionally been given to the professional growth of academic staff, the importance of continuous professional development for non-teaching personnel cannot be overlooked. At Sorsogon State University, there is increasing recognition of the need to enhance the Learning and Development (L&D) programs for non-teaching staff, aiming to bolster their professional growth and improve the university's efficiency and effectiveness.

Non-teaching personnel perform a variety of roles essential to the day-to-day operation of a university. These roles include administrative assistants, IT staff, maintenance workers, librarians, finance officers, and other support services staff who assist faculty and students in focusing on teaching, learning, and research. These personnel manage critical administrative tasks such as admissions, record-keeping, registration, and essential student services like counseling and career guidance.

The importance of Learning and Development (L&D) programs for employees is well recognized by the Civil Service Commission (CSC), which issued guidelines on the conduct of L&D interventions (CSC, 2017). These guidelines aim to ensure the effective planning, implementation, monitoring, and evaluation of L&D initiatives in government agencies, including universities. At Sorsogon State University, adherence to these guidelines has been reflected in the integration of Online Learning and Development Programs, which accommodate non-teaching personnel's busy schedules and workloads (CSC, 2020).

Investing in the professional development of non-teaching personnel brings significant benefits, such as improved job performance, higher service quality, and

increased operational efficiency. Furthermore, well-designed L&D programs enhance job satisfaction and employee morale.

A well-structured L&D program can also bolster the university's reputation. By demonstrating a commitment to employee development, the institution not only improves its internal culture but also attracts high-quality staff.

However, a thorough examination of the existing L&D programs at Sorsogon State University is necessary to assess their effectiveness and identify the challenges non-teaching personnel face in utilizing these opportunities. Despite the availability of various professional development programs such as workshops, seminars, and training sessions, several barriers may hinder their implementation. These barriers include limited resources, insufficient awareness of available programs, time constraints, and organizational culture.

Additionally, disparities in access to L&D opportunities exist within the university. Some staff members are sent for training while others are not, and some opt out due to personal reasons such as health issues, time constraints, or family matters. These inconsistencies, along with the heavy workloads often experienced by staff, further complicate the equitable distribution of training opportunities. Organizational culture plays a key role in ensuring that training opportunities are effectively distributed and accessible to all employees.

Given that Sorsogon State University was recently upgraded from a college to a university, it has expanded its workforce across several campuses in the province. This creates a unique need to assess and enhance the L&D programs for non-teaching personnel on each campus. Strengthening these programs is essential for maintaining operational efficiency and supporting the university's strategic goals.

An advanced L&D program should be comprehensive, inclusive, and aligned with the university's strategic priorities. It must offer both formal and informal learning opportunities, catering to diverse needs and aspirations while fostering a culture of continuous improvement and lifelong learning. Adequate resources, strong leadership, and effective communication are essential to ensuring the program's success.

Giving attention to the learning and development of non-teaching personnel is vital for the university's overall success. This can ensure that non-teaching staff remain competent, motivated, and aligned with the institution's goals. This will ultimately enhance the quality of service provided to students and faculty.

The primary aim of this study is to explore various aspects of professional learning and development for non-teaching personnel at Sorsogon State University. Specifically, it will identify and describe the existing L&D programs, assess the level of engagement and participation of non-teaching personnel, evaluate the effectiveness of these programs, and identify any skill gaps that hinder job performance. Based on these findings, the study will propose an intervention program to enhance the existing L&D framework.

This research is important because it addresses a significant but often overlooked aspect of higher education: the professional development needs of non-teaching personnel. By focusing on the specific needs and challenges faced by this group at Sorsogon State University, the study aims to bridge the gap between the existing development programs and the actual needs of non-teaching staff. The results will not only improve the effectiveness and relevance of these programs but also enhance job satisfaction, operational efficiency, and institutional performance.

The study will employ a quantitative approach, using surveys to collect data from non-teaching personnel regarding their experiences with existing L&D programs, their needs, and their level of satisfaction. The data will be analyzed to identify gaps and inform the development of a tailored professional development framework. The proposed framework will be tested through a pilot implementation, allowing for the assessment of its impact on job performance and staff satisfaction.

This study will contribute to reshaping professional development strategies for non-teaching personnel in higher education institutions. By addressing the unique needs of this group, the research will provide a practical and evidence-based framework to enhance their professional growth and job satisfaction, benefiting not only Sorsogon State University but also providing a model for similar institutions.

Statement of the Problem
This study aimed to advance the Learning and Development program for non-teaching personnel at Sorsogon State University. Specifically, this answered the following questions:

1. What professional learning and development programs the Sorsogon State University (SorSU) non-teaching personnel are engaged in?
2. What is the extent of engagement of the non-teaching personnel of SorSU to the existing professional learning and development programs?
3. What is the level of effectiveness of the existing professional learning and development programs engaged in by the SorSU non-teaching personnel?
4. What skill gaps identified by the non-teaching personnel hinder them from working efficiently?
5. What comprehensive learning and development program can be proposed to advance the development of skills of non-teaching personnel in SorSU to improve their work competencies?

II. METHOD AND PROCEDURES

Method Used

This study employed a descriptive research design to assess the engagement, effectiveness, and gaps in the professional learning and development programs for non-teaching personnel at Sorsogon State University.

A quantitative method was likewise used to comprehensively understand the Learning and Development needs of non-teaching personnel at Sorsogon State University. A researcher-made survey questionnaire gathered data on current programs, the extent of engagement, the level of effectiveness, and the gaps identified. A modified scale was utilized to determine the extent of involvement and level of effectiveness of the existing professional learning and development programs. The data were analyzed and interpreted using appropriate statistical measures.

The Respondents

Fifty (50) non-teaching employees were selected through stratified sampling from four (4) Sorsogon State University (SorSU) campuses. Five (5) respondents each were taken from the following Sorsogon State University (SorSU) campuses: Bulan, Castilla, and Magallanes. Thirty-five (35) respondents were selected from the Sorsogon Campus. These respondents are the heads of units, the human resource management officer, and the employees under rank-and-file status. A stratified random sampling technique will ensure representation from different units.

The Research Instruments

The research instrument used in this study was a comprehensive researcher-made questionnaire. It was designed to collect data on the existing professional learning and development programs, the extent of engagement, the effectiveness of these programs, and the gaps identified by the non-teaching personnel at Sorsogon State University. This approach allowed for data collection from stratified sampling, providing a broad and in-depth overview of the current state of L&D at the university.

Part I contained the respondents' engagement in the existing professional learning and development programs. Part II was about the extent of the personnel's engagement with the existing professional learning and development programs. Part III consisted of data on the effectiveness of the existing professional learning and development programs engaged in by the non-teaching personnel. Part IV concerns the skill gaps identified by the non-teaching personnel that affect their PLD experience. Part V included the proposed actions/solutions for advancing and improving the L&D Program of Sorsogon State University for the Non-Teaching Personnel.

Data Gathering Procedures

The researcher complied with all the required step-by-step procedures in seeking approval to conduct this research, including endorsements from campus heads to communicate with respondents and schedule the survey. The survey, which assessed participation, effectiveness, and gaps in professional learning programs, was then distributed across SorSU campuses. The data was analyzed by a statistician and prepared for presentation and interpretation.

Statistical Treatment

The data gathered were subjected to various statistical measures for analysis and interpretation. Frequency count, rank, and weighted mean were used. This researcher specified the statistical measures to be used for each identified problem.

Problem 1. Frequency count and rank were used to identify and rank the most commonly attended professional learning and development programs based on the responses of the non-teaching personnel.

Problem 2. To determine the average extent of engagement of non-teaching personnel, the weighted mean was applied using a 5-point Likert scale. The scale was as follows: a rating of 5 (4.60–5.00) indicates "Fully Engaged," meaning personnel actively participate, consistently apply their skills, and seek further learning. A rating of 4 (3.60–4.59) represents "Highly Engaged," where personnel regularly participate, apply most skills,

and engage with enthusiasm. A rating of 3 (2.60–3.59) is "Moderately Engaged," meaning personnel participate with moderate enthusiasm and apply some skills. A rating of 2 (1.60–2.59) indicates "Minimally Engaged," where personnel rarely participate, show little enthusiasm, and apply few skills. Finally, a rating of 1 (1.00–1.59) means "Not Engaged," meaning personnel do not participate or apply any learning.

Table A. Rating Scale for Levels of Engagement

Weighted Mean	Rating	Level of Engagement
4.60 – 5.00	5	Fully Engaged
3.6 – 4.59	4	Highly Engaged
2.6 – 3.59	3	Moderately Engaged
1.6 – 2.59	2	Minimally Engaged
1.0 – 1.59	1	Not engaged

Problem 3. The weighted mean was used to calculate the average effectiveness of the learning and development programs, based on a 5-point scale. A rating of 5 (4.60–5.00) indicates "Highly Effective," meaning the programs exceed expectations with significant impact and effectiveness. A rating of 4 (3.60–4.59) is "Effective," indicating the programs are highly impactful and relevant. A rating of 3 (2.60–3.59) is "Moderately Effective," meaning the programs have limited impact and relevance. A rating of 2 (1.60–2.59) is "Minimally Effective," showing minimal impact and relevance. Finally, a rating of 1 (1.00–1.59) is "Not Effective," indicating the programs fail to meet expectations with no effect or relevance.

Table B. Rating Scale for Levels of Engagement

Weighted Mean	Rating	Level of Effectiveness
4.60 – 5.00	5	Highly Effective
3.6 – 4.59	4	Effective
2.6 – 3.59	3	Moderately Effective
1.6 – 2.59	2	Minimally Effective
1.0 – 1.59	1	Not Effective

Problem 4. Frequency count and rank were used to identify and rank the most common skill gaps reported by the non-teaching personnel, highlighting areas that require further development.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Professional Learning and Development Programs for SorSU Non-Teaching Personnel

Learning and Development activities are essential for every organization's operation, ensuring the continuous improvement of employees' skills, knowledge, and attitudes. These activities, including training, seminars, workshops, online courses, and hands-on experiences, reflect a comprehensive approach by management to support employee growth and enhance workplace performance.

Table 1 highlights the professional learning programs for non-teaching personnel at Sorsogon State University. The top-ranked program is gender sensitivity training (frequency of 38), emphasizing inclusivity and aligning with CSC Memorandum Circular No. 14, s. 2015. This training promotes equality and enhances employee satisfaction (Cruz, 2018). Second-ranked is a workshop on interpersonal skills and teamwork (frequency of 23), which fosters communication and collaboration, crucial for organizational success (Reyes, 2019). Third-ranked is legal and compliance training (frequency of 22), vital for risk management and ethical workplace culture (Garcia & Santos, 2020). Workplace safety and health training (rank 4, frequency of 18) is essential for employee well-being and performance, reducing accidents and improving job satisfaction (Ortiz, 2018).

Other programs include customer service excellence training, HR management seminars, and records management training, each with a frequency of 11 (rank 6). These areas are necessary for improving staff interaction, HR management, and organizational efficiency (Bautista & Tan, 2022; Alvarez, 2022; Luna, 2017). Leadership development (rank 8, frequency of 10) prepares staff for leadership roles, while financial and budget management training (rank 9, frequency of

8) enhances administrative resource allocation (Cordero, 2023). IT and computer skills workshops, and project management training (rank 10.5, frequency of 5) focus on technological proficiency and effective project execution, both crucial in modern educational settings (Thompson, 2023; Mendoza, 2021). Communication skills enhancement (rank 12, frequency of 3), though the

lowest-ranked, is vital for workplace interactions and organizational performance (CSC Memorandum Circular No. 19, s. 2021).

Overall, the programs emphasize inclusivity, skills development, and workplace safety, supporting employee growth and institutional effectiveness.

Table 1. *Professional Learning and Development Programs for SorSU Non-Teaching Personnel*

Indicators	Frequency	Rank
Gender Sensitivity Training	38	1
Interpersonal Skills and Team Collaboration Workshop	23	2
Legal and Compliance Training Workshop	22	3
Workplace Safety and Health Training	18	4
Customer Service Excellence Training	11	6
Human Resource Management Seminars	11	6
Records Management and Documentation Training	11	6
Leadership and Management and Documentation Program	10	8
Financial and Budget Mgt. Training Workshop	8	9
Information Technology and Computer Skills Workshop	5	10.5
Project Management Training Workshops	5	10.5
Communication Skills Enhancement Training. Workshop	3	12

The Extent of Engagement of the Non-Teaching Personnel in the Professional Learning and Development

The engagement of non-teaching personnel in professional development activities at Sorsogon State University is high, reflecting their commitment to continuous learning and growth.

Table 2 presents various engagement indicators with mean scores, providing insight into their participation in university programs. Non-teaching staff show strong involvement in training programs, with a mean score of 4.34, highlighting their belief in the value of these programs for enhancing their skills and competencies. High participation indicates that these programs align with the personnel's professional goals and contribute to improved job performance and organizational effectiveness. The university should regularly evaluate the relevance of training content to maintain engagement.

Feedback on training effectiveness also has a high mean score of 4.28, showing that non-teaching personnel are proactive in improving training programs. This feedback loop can enhance training outcomes, fostering a culture of continuous improvement. The university should ensure mechanisms for collecting and analyzing this feedback to refine future programs.

Participation in training and seminars (mean score of 4.26) reflects the value placed on collaborative learning, essential for building knowledge and relationships within the institution. The university could diversify seminar types and encourage interdisciplinary collaborations to further enhance participation. Similarly, personnel show high engagement in applying skills from training (mean score of 4.26), indicating that the programs are relevant and contribute to job performance. Follow-up sessions could help ensure the ongoing integration of new skills.

Skill-enhancement workshops (mean score of 4.20) and online learning programs (mean score of 4.20) demonstrate that non-teaching personnel are proactive in seeking development opportunities and embracing diverse learning methods.

The university should expand its online offerings and ensure access to quality resources. Sharing insights with colleagues (mean score of 4.14) and collaborating on projects (mean score of 4.04) suggest a strong collaborative culture that enhances knowledge exchange and teamwork.

Personnel are also engaged in identifying their training needs (mean score of 3.96), showing self-awareness and a proactive approach to professional development.

Mentoring and coaching activities (mean score of 3.86) are valued for supporting growth and enhancing job satisfaction. Additionally, sharing feedback for new assignments or transfers (mean score of 3.86) reflects a supportive work environment.

With an average mean score of 4.13, non-teaching personnel exhibit strong engagement in professional development. To maintain and enhance this, the university should continue fostering a culture of continuous learning and explore new ways to support development initiatives. This investment in personnel aligns with Human Capital Theory, contributing to both individual and organizational success.

Table 2. *The Extent of Engagement of the SorSU Non-Teaching Personnel in the Existing Professional Learning and Development Programs*

Indicators	Weighted Mean	Interpretation
Participates in the training programs provided by the University for professional growth	4.34	Highly Engaged
Provides feedback on the effectiveness of training and workshop	4.28	Highly Engaged
Gets involved in training and seminars organized by the University	4.26	Highly Engaged
Applies the skills and knowledge gained from the training and workshop	4.26	Highly Engaged
Participates in workshops and training for skill enhancement	4.20	Highly Engaged
Engages in online learning and development programs conducted by the University for all non-teaching staff	4.20	Highly Engaged
Shares and discusses insights with colleagues	4.14	Highly Engaged
Collaborates with colleagues on projects and tasks learned from the training and workshops	4.04	Highly Engaged
Identifies the need for training and workshop	3.96	Highly Engaged
Participates in mentoring or coaching activities provided by the University for newly hired employees	3.86	Highly Engaged
Shares and gives feedback for improvement of personnel with new assignments and transferred personnel	3.86	Highly Engaged
Average	4.13	Highly Engaged

The Level of Effectiveness of the Professional Learning and Development

The effectiveness of professional learning and development programs at Sorsogon State University is assessed through various indicators, providing a comprehensive view of how these programs enhance the performance of non-teaching personnel.

Table 3 presents the mean scores for each indicator, reflecting the perceived effectiveness of these programs. The highest mean score of 4.66, classified as "highly effective," suggests that non-teaching personnel view training as significantly improving their efficiency and performance. This emphasizes the alignment of training programs with staff roles and needs, fostering a competent workforce. As Deci and Ryan (2017) note, effective training programs foster intrinsic motivation, leading to better performance outcomes.

The training programs' effectiveness in improving performance and efficiency also received a mean score of 4.34, supporting the idea that investments in training improve employee productivity (Becker, 2015). This highlights the importance of refining and maintaining relevant training content.

The relevance of training to job functions scored 4.32, reflecting a strong connection between training content

and actual tasks performed by staff. Regular assessment of training content is crucial to ensure its continued relevance (Hattie & Timperley, 2017). Similarly, the training programs' alignment with professional development needs, also with a mean score of 4.32, demonstrates the importance of tailoring programs to address specific requirements, as supported by Garavan et al. (2016).

Practical application of training was scored at 4.28, indicating that participants find the training valuable and applicable in their daily work. This aligns with Kolb's (2015) experiential learning theory, which emphasizes learning through practical application. The university should continue to include hands-on components in training programs to reinforce learning.

The effectiveness of the training materials and resources received a mean score of 4.16, indicating that the resources help personnel understand and apply work expectations. This emphasizes the need for high-quality, relevant materials to support effective training (Hattie & Timperley, 2017). Additionally, support for applying learned skills also scored 4.16, reflecting the importance of organizational support in transferring learning to the workplace (Deci & Ryan, 2017).

The training programs' impact on job performance and ICT skills scored 3.94, suggesting that while training is generally effective, there is room for improvement in ICT skill development. This aligns with the growing need for enhanced digital skills in the workplace, supported by Becker's (2015) Human Capital Theory.

The overall weighted mean score of 4.27 reflects a positive perception of the programs' effectiveness. However, the data suggests that while there is high engagement and effectiveness, skill gaps still exist. This is particularly relevant given the recent influx of new non-teaching personnel due to the implementation of ROSS Phase 1, some of whom have not yet attended training or have changed roles. These factors highlight the need for continuous improvement and expansion of the Professional Learning and Development Program to address emerging skill gaps and enhance overall effectiveness.

Table 3. The Level of Effectiveness of the Professional Learning and Development Programs Engaged in by the SorSU Non-Teaching Personnel

Indicators	Weighted Mean	Interpretation
The training helped non-teaching staff to become better and more efficient.	4.66	Highly Effective
The training programs help improve the non-teaching personnel's performance and efficiency.	4.34	Moderately Effective
The training sessions were relevant to job functions	4.32	Moderately Effective
The training programs addressed professional needs.	4.32	Moderately Effective
The programs offer practical and applicable knowledge for office functions.	4.28	Moderately Effective
The training programs facilitate the practical application of acquired knowledge and skills.	4.28	Moderately Effective
The contents covered by the programs were updated and informative for regular work functions.	4.26	Moderately Effective
The training programs address current challenges and trends in work.	4.22	Moderately Effective
The materials and resources received during training programs contribute to the understanding and application of work expectations.	4.16	Moderately Effective
The support accorded to implementing what was learned from training is adequate.	4.16	Moderately Effective
The training programs enhance overall job performance and skills in ICT	3.94	Moderately Effective
Average	4.27	Moderately Effective

Skill Gaps Identified by the Non-Teaching Personnel on Learning and Development

The effectiveness of professional development programs at Sorsogon State University can be assessed by examining skill gaps reported by non-teaching personnel. These gaps highlight areas where current programs fall short, including insufficient training sessions, a focus on theory rather than practical application, and misalignment with job functions. Insufficient training sessions (rank 1, frequency 17) indicate a need for more frequent development opportunities to improve employee skills and motivation, as emphasized by Garavan et al. (2016). A focus on theoretical content (rank 2, frequency 15) disengages employees, suggesting that training should incorporate more practical exercises, as Kolb (2015) suggests in his Experiential Learning Theory. The lack of follow-up sessions (rank 3.5, frequency 10) and hands-on practice (rank 3.5, frequency 10) limits learning retention and application, highlighting the need for continuous reinforcement and real-life practice, as noted by Hattie and Timperley (2017) and Knowles et al. (2015). Duplication of programs (rank 5, frequency 9) leads to frustration, while misalignment with job functions (rank 6.5, frequency 8) reduces the relevance of training, an issue raised by Vygotsky (2018) and Becker (2015). Generic content (rank 9, frequency 6) and limited financial support (rank 9, frequency 6) further hinder the effectiveness of training, as Garcia et al. (2016) highlight the importance of adequate funding for professional development. Addressing these gaps by increasing training frequency, balancing theory with practice, and customizing content to employee needs will improve the relevance and impact of professional development at SorSU.

Table 4. *Skill Gaps Identified by the SorSU Non-Teaching Personnel that Hinder them from Working Efficiently*

Indicators	Frequency	Rank
Insufficient training sessions	17	1
The training programs are too focused on theories rather than on the application.	15	2
The follow-up and refresher sessions were not part of the training programs.	10	3.5
The training programs failed to provide opportunities for hands-on practice relevant to tasks.	10	3.5
The training programs offered were duplications of those previously offered.	9	5
The training programs were not aligned with some of the job functions.	8	6.5
The practical application during training was insufficient.	8	6.5
Some trainings did not address the specific skill needs of the employees.	6	9
The contents of some training were too generic and not tailored to specific needs.	6	9
The University provided minimal financial support to the learning and development attendees.	6	9

Proposed Comprehensive Learning and Development Program for Non-Teaching Personnel at Sorsogon State University (SorSU)

Program Title: "Skills Enhancement and Professional Development Initiative (SEPDI)"

I. Rationale

This proposal aims to enhance the Professional Learning and Development (PLD) programs for non-teaching personnel at Sorsogon State University by adopting a comprehensive, needs-based, and flexible learning approach. By addressing identified skill gaps, the program seeks to improve job performance, increase engagement, and align training with staff roles and responsibilities. The proposal incorporates blended learning, continuous feedback mechanisms, mentoring, financial support, and regular assessment to promote holistic growth and institutional success.

An effective Learning and Development (L&D) program is critical for improving non-teaching staff performance, job satisfaction, and continuous professional growth. These staff members are crucial to the university's operations, and their competencies directly affect service delivery. However, current PLD programs have been limited in scope, lacking tailored training and practical application, which hinders their professional growth and job performance.

This intervention will improve existing PLD opportunities by addressing these gaps. The program will align training with specific job functions, promote continuous learning, and support professional development. It will foster both individual and institutional success, ultimately contributing to a more productive, engaged, and satisfied workforce, which will positively impact the university's overall performance.

Objectives:

1. To identify and address skill gaps among non-teaching personnel through a comprehensive needs assessment.
2. Enhance the relevance and applicability of PLD programs by aligning them with specific roles and responsibilities.
3. Foster continuous professional development by creating a robust learning framework that includes blended learning, self-paced modules, and in-house workshops.
4. Encourage active participation and engagement by making PLD opportunities accessible, relevant, and engaging.
5. Improve follow-up and reinforcement through refresher courses, mentoring, and peer support.
6. Cultivate a culture of knowledge-sharing and collaboration through re-echoing sessions for participants of external training programs.
7. Measure the impact and ensure sustainability through regular evaluations and feedback.

Key Components:

1. Needs Assessment and Training Alignment

- Activity: Conduct a comprehensive needs assessment to identify specific skills and competencies required by non-teaching personnel. This includes surveys and interviews to gather data on their perceived needs and gaps (as indicated in Table 4).
- Basis: The need for training programs to align with job functions is essential. Personnel reported that current programs often do not address specific skill needs (8 respondents indicated this gap).
- Support: Research shows that targeted training based on assessed needs significantly improves employee performance and satisfaction (Garavan et al., 2016; Kolb, 2015).

2. Blended Learning Approach

- Activity: Implement a blended learning model combining online learning, in-person workshops, and hands-on practical sessions to accommodate different learning styles and preferences.
- Basis: Many personnel preferred practical application over theory-heavy sessions, as indicated in Table 4 (15 respondents felt programs were too focused on theories).
- Support: Blended learning enhances engagement and retention by offering flexibility and varied learning experiences (Hattie & Timperley, 2017).

3. Regular Follow-Up and Refresher Courses

- Activity: Establish regular follow-up sessions and refresher courses to reinforce learning and address evolving job requirements.
- Basis: Ten respondents noted a lack of follow-up sessions, indicating a gap in learning continuity (Table 4).
- Support: Ongoing training and refresher courses are crucial for keeping personnel updated on best practices and new field developments (Wenger, 2015).

4. Mentoring and Coaching Programs

- Activity: Develop a mentoring program that pairs experienced staff with newer employees to facilitate knowledge transfer and skill development.
- Basis: Participation in mentoring activities received a low engagement score of 3.86, suggesting an opportunity for improvement (Table 3).
- Support: Mentoring is an effective method for professional growth, offering personalized guidance and support (Becker, 2015).

5. Feedback Mechanisms

- Activity: Implement structured feedback mechanisms where employees can share their experiences and suggest improvements for training programs.
- Basis: The importance of feedback was highlighted, with 17 respondents indicating the necessity of input on training effectiveness (Table 2).
- Support: Feedback mechanisms improve training relevance and effectiveness, fostering a culture of continuous improvement (Deci & Ryan, 2017).

6. Financial Support for Learning and Development

- Activity: Secure increased funding for professional development initiatives to address financial constraints.
- Basis: Six respondents noted minimal financial support for learning opportunities, affecting their ability to participate in training (Table 4).
- Support: Financial investment in employee development correlates with improved performance and retention (Garcia & Nunez, 2016).

Implementation Timeline:

- Phase 1 (Months 1-3): Conduct needs assessment and align training programs.
- Phase 2 (Months 4-6): Launch the blended learning model and develop mentoring programs.

- Phase 3 (Months 7-9): Initiate follow-up sessions and feedback mechanisms.
- Phase 4 (Months 10-12): Evaluate program effectiveness and adjust based on feedback.

Evaluation Metrics:
- Participant satisfaction surveys
- Pre- and post-training assessments to measure skill improvement
- Feedback from mentoring program participants
- Engagement levels in training and professional development activities

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The Sorsogon State University, after having just recently been upgraded from a college to a university, created many items, including those for non-teaching personnel, on all its campuses in Sorsogon province, namely Castilla, Bulan, Magallanes, and the main campus in Sorsogon City.

The researcher focuses on examining the learning and development (L&D) status of non-teaching personnel at Sorsogon State University (SorSU), recognizing their critical role and the potential benefits of their professional development. Advancing L&D programs is essential for improving staff performance and job satisfaction, fostering optimism for the future. Strengthening these programs requires expanding available opportunities and ensuring effective implementation and accessibility for all non-teaching staff.

This study aims to advance the Learning and Development program for non-teaching personnel at Sorsogon State University. Specifically, this answers the following questions:

1. What professional learning and development programs the Sorsogon State University (SorSU) non-teaching personnel are engaged in?
2. What is the extent of engagement of the non-teaching personnel of SorSU to the existing professional learning and development programs?
3. What is the level of effectiveness of the existing professional learning and development programs engaged in by the SorSU non-teaching personnel?
4. What skill gaps identified by the non-teaching personnel hinder them from working efficiently?
5. What comprehensive learning and development program can be proposed to advance the development of skills of non-teaching personnel in SorSU to improve their work competencies?

To answer these questions, the researchers employed a descriptive research design using quantitative methods. Fifty (50) non-teaching employees from SorSU participated as respondents, with data collected through a researcher-made questionnaire.

Findings

1. The professional development programs at SorSU for non-teaching personnel include Gender Sensitivity Training (38 participants, rank 1), Interpersonal Skills and Team Collaboration Workshop (23 participants, rank 2), and Legal and Compliance Training (22 participants, rank 3). Other programs like Workplace Safety and Health attracted 18 participants, ranking fourth, while Customer Service Excellence, HR Management Seminars, and Records Management each had 11 participants, ranking sixth. These results highlight a strong interest in interpersonal skills and legal compliance programs.

2. Non-teaching personnel at SorSU show high engagement in professional development, with an average mean score of 4.13, indicating "Highly Engaged" status. The highest engagement was seen in university-provided training programs (4.34 mean), with additional high engagement in providing feedback (4.28) and applying learned skills (4.26), showing active participation and application of knowledge in their work.

3. The effectiveness of SorSU's professional development programs was rated 4.27, classified as "Effective." The programs were found to significantly improve efficiency (4.66 mean) and performance (4.34 mean). The relevance of training to job functions and addressing professional needs both scored 4.32, while the applicability of knowledge gained had a score of 4.28, demonstrating the positive impact on staff competencies.

4. Key skill gaps identified included insufficient training sessions (17 responses, rank 1), overemphasis on theory over practical application (15 responses, rank 2), and the lack of follow-up or refresher training and hands-on practice (10 responses, rank 3.5). Additionally, repetitive programs (9 responses, rank 5) were noted. These gaps suggest that the current training structure does not fully address practical needs, affecting job performance.

5. The proposed comprehensive learning and development program includes customized training, practical workshops, and follow-up refresher sessions. It also offers self-paced learning for convenience and a re-echoing program for external participants to share knowledge with colleagues who cannot attend external sessions. This approach aims to meet non-teaching personnel's specific needs and promote continuous learning.

Conclusions

Based on the findings revealed in the study, the following conclusions were drawn:

1. The SorSU non-teaching personnel committed to participate in various professional learning and development programs, particularly those that address interpersonal skills and legal compliance.

2. High engagement among the SorSU non-teaching personnel was noted, along with professional development activities, with an average score of 4.13.

3. The level of effectiveness of the existing professional learning and development programs engaged in by the SorSU non-teaching personnel is moderately effective.

4. The skill gaps identified are insufficient training sessions, training programs that are too focused on theories rather than on application, and training programs that do not include follow-up and refresher sessions. The training programs offered were duplications of those previously offered.

5. A comprehensive learning and development program is proposed.

Recommendations

Based on the results of this study, the researcher recommends the following:

1. SorSU continue to offer popular training programs while also considering the addition of more specialized courses.

2. To further enhance engagement, strategies that encourage more involvement in training programs, including establishing a system for more participation, promoting peer collaboration in training sessions, and enhancing communication about upcoming opportunities be implemented by the university.

3. To sustain and improve effectiveness, it is recommended that the university regularly review and update the content of training programs to reflect current trends and demands in the educational landscape.

4. Training programs be redesigned to incorporate more hands-on practice and ensure that they are tailored to the specific roles of non-teaching personnel by implementing follow-up sessions and refresher courses that will reinforce learning and application.

5. The proposed comprehensive learning and development programs be implemented with a clear timeline, and designated responsibilities be prioritized through regular training effectiveness evaluations and adjustments made based on participant feedback and performance metrics.

6. Future researchers are recommended to conduct studies on:

- Long-term impact of professional learning and development programs on non-teaching personnel.
- The effectiveness of various approaches to training non-teaching personnel, such as in-house or face-to-face training, external training, or virtual sessions.
- Effects of customized training programs for non-teaching personnel.

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