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Human Resource Competency and Job Performance: The Case of Administrative Staff in a Philippine State University

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Abstract

Improving employee competencies would improve both job and institutional performances in the organization, which also supports in facilitating a competitive strategy, especially in terms of human resource management. Competency is a combination of practical and theoretical knowledge, cognitive skills, behavior, and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role (Raven et al., 2001). Competencies do better in pinpointing the unique characteristics of people that lead to success (Rothwell, 2011). The competency-based approach to human resource management (HRM) forms the main anchor of this research. This approach has become important during the past years, with "competency" encompassing the knowledge, skills, abilities, traits, and behaviors that allow an individual to perform a task within a specific function or job employee potentials can be checked and tapped accordingly (Boyatzis, 1982). This study was conducted to determine the factors contributing to the performance of an individual, and his competence or effectiveness at work. In an educational context, students interact often with non-teaching employees for academic purposes, such as application, registration, examination issues, and the lecturing schedule, among others. Even though websites and other helpful sources provide information according to students' needs, it could be argued that students find difficulty when dealing with non-teaching employees as compared to the teaching professionals in higher educational institutions. Subsequently, this can affect adversely the image of an institution. Employee competence and performance are indispensable as they further lead to the quality of treatment they offer to the communities they are serving. This descriptive-correlational study was conducted in the context of a higher education institution. A random sample of 108 administrative staff (i.e., non-teaching employees) of Iloilo Science and Technology University (ISATU) - Leon, Philippines, was requested to answer a duly validated researcher-made questionnaire. The data were analyzed using the Statistical Package for Social Sciences (SPSS) software at 0.05 significance level. Results showed a "high" and "very high" level of knowledge, skills, and competence when employees were taken as a whole and when grouped according to age, sex, civil status, length of service, and educational attainment. As for the job performance, the employees had a "very satisfactory" to "outstanding" ratings from their supervisors when they were taken as a whole and when they were grouped according to age, sex, civil status, length of service, and educational attainment. Significant differences existed in the level of job competence when employees were grouped according to sex, length of service, and educational attainment. In terms of job performance, significant differences also occurred when employees were grouped by sex, length of service, and educational attainment. A moderate correlation existed between knowledge and job performance while a very high correlation existed between skills and competence against job performance. Overall, the administrative staff involved in the study was performing very well in their respective jobs. The findings of the study have implications to fair and just HRM practices, in particular, as regards recruitment and selection of candidates vis-à-vis demographic characteristics of respondents such as age, civil status, sex, length of service, and educational attainment.

Keywords: Human Resource Management; Competency; Job Performance; Administrative Staff; State University; Philippines

1. Introduction

Human assets are critical resources and the demand for competent and effective employees continuously increases in both public and private institutions. Thus, hiring the right people for the right position can define organizational success. Human resources play major roles in helping an institution achieve its mission and vision. Certain competencies, though, are imperative in the effective performance of duties and responsibilities. Competency is a combination of practical and theoretical knowledge, cognitive skills, behavior, and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role (Raven et al., 2001). In this study, competency refers to the abilities of the non-teaching personnel to compete with others to become a successful employee by means of their knowledge and skills. According to Mayhew (2017):

> Performance management begins when an employee joins a workforce. The employee's job descriptions, orientation, and initial discussions with his manager are fundamental steps in creating a performance management plan. Employers generally provide guidance and closer oversight during the employee's first few months of employment. During this time, an employee will likely to encounter a learning curve. Learning new processes, meeting colleagues, participating on work teams, and becoming accustomed to institution policies and rules consume a great deal of time. Effective department leaders observe new employee performance so any deficiencies can be addressed right away.

Improving employee competencies would improve both job and institutional performances in the organization, which also supports in facilitating a competitive strategy, especially in terms of human resource management.

This study was conducted to determine the factors contributing to the performance of an individual, and his competence or effectiveness at work. In an educational context, students interact often with non-teaching employees for academic purposes, such as application, registration, examination issues, and the lecturing schedule, among others. Even though, websites and other helpful sources provide information according to students' needs, it could be argued that students find difficulty when dealing with non-teaching employees as compared to the teaching professionals in higher educational institutions. Subsequently, this can affect adversely the image of an institution. Employee competence and performance are indispensable as they further lead to the quality of treatment they offer to the communities they are serving.

2. Objectives and Hypotheses of the Study

This study aimed at determining the competency of administrative staff (i.e., non-teaching employees) and its relationship to job performance. Specifically, it sought answers to the following questions:

1. What is the level of employees' competence in terms of knowledge and skills, when taken as a whole and when grouped according to age, civil status, sex, length of service, and educational attainment?
2. What is the level of employees' performance when taken as a whole and when grouped according to age, civil status, sex, length of service, and educational attainment?
3. Is there a significant difference in the employees' level of competence when grouped according to age, civil status, sex, length of service, and educational attainment?
4. Is there a significant difference in the employees' level of performance when grouped according to age, civil status, sex, length of service, and educational attainment?
5. Is there a significant relationship between employees' competence and performance when taken as a whole and when grouped in terms of age, civil status, sex, length of service, and educational attainment?

Based on the above-mentioned problems, these hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the employees' level of competencies when grouped according to age, civil status, sex, length of service, and educational attainment.
2. There is no significant difference in the employees' level of job performance when grouped according to age, civil status, sex, length of service, and educational attainment.

3. There is no significant relationship between employees' competence and job performance when taken as a whole and when grouped in terms of age, civil status, sex, length of service, and educational attainment.

3. Theoretical Framework

The competency-based approach to human resource management (HRM) forms the main anchor of this research. This approach has become important during the past years, with "competency" encompassing the knowledge, skills, abilities, traits, and behaviors that allow an individual to perform a task within a specific function or job employee potentials can be checked and tapped accordingly (Boyatzis, 1982). The competency-based approach has become integral in HRM during the past 30 years or so and, currently, different organizations, businesses, and public services use competency models to better integrate global trends and business strategies with their human capital resources. In accordance with this approach, competencies are used as the basis for HRM, which also formed the theoretical framework of the present study contextualized in higher education in a Philippine state university.

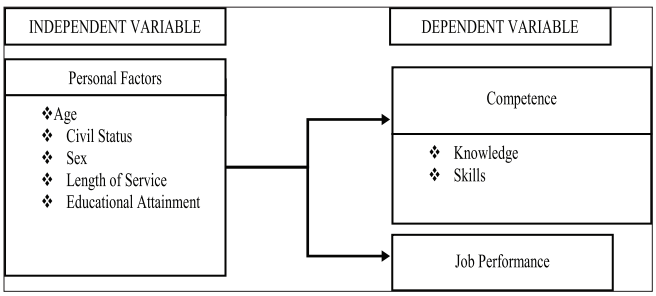
This study was also linked to the theory of emotional intelligence (EI) by Goleman (1995). EI reflects how an individual's potential for mastering the skills of Self-Awareness, Self-Management, Social Awareness, and Relationship Management translates into on the job success. Emotional competence is "a learned capability based on EI that results in outstanding performance at work" (Goleman, 2000). To be adept at an emotional competence such as customer service or conflict management requires an underlying ability in EI fundamentals, specifically, social awareness, and relationship management. However, emotional competencies are learned abilities: Having social awareness or skill at managing relationship does not guarantee to have mastered the additional learning required to handle a customer adeptly or to resolve a conflict just to have that potential to become skilled at these competencies.

Employees must be equipped with necessary knowledge, skills, desirable values, and good performance which were said to be qualities for success. Hence, this study was conducted to determine whether the personal characteristics of non-teaching personnel and their competency and job performance were related. Figure 1 shows the relationships of variables in the study.

4. Literature Review

The literature highlights relevant studies that support the theoretical framework of the present study. For instance, a descriptive study in the Lyceum of the Philippines by Mendoza et al., (2014) determined the non-teachings' organizational satisfaction in terms of learning and development; reward and recognition; leadership; and work environment; to determine their level of work engagement in terms of vigor, dedication, and absorption. Their results showed that the non-teaching personnel are normally satisfied in the services being provided to them by the university. Although the services are being given equally to all employees, female respondents have significantly higher organizational satisfaction in terms of learning and development, rewards and recognition and leadership. Yuliarini (2012) examined the factors which influence employee's satisfaction among the senior non-teaching staff members in

Figure 1: Paradigm of the study



higher educational institutions in Malaysia. Employee's satisfaction leads to ensuring that a higher productivity is derived from all employees within an organization. The four variables: Management knowledge; leadership; training; and employee's satisfaction were measured using a 5-point interval scale. Using structured equation modeling technique, results found that leadership has a significant impact on employee's satisfaction whereas management knowledge and training do not significantly influence employee's satisfaction.

In addition, the study of Vathanophas (2007) identified the required competencies and develops a competency model for effective job performance at the chief of the general administrative sub-division position level in the Thai Department of agriculture using the behavioral event interview technique by Spencer and Spencer (1993). Vathanophas (2007) found that there were twenty-three competencies that superior job performers used in carrying well their job as chief. Consequently, the researcher used current level of importance of competency as primary information to recommend nine competencies in a competency model. This competency model will help the Thai Department of Agriculture to respond to government policies regarding HRM and enable the Department to determine the critical competencies necessary for current success at this job level and the strategic competencies necessary for future success.

Zaim et al. (2013) analyzed the effects of individual competencies on performance in the services industries in Turkey using 3000 employees in 30 companies with a response rate of 89%. Using an exploratory factor analysis to assess the influence of individual competencies on performance, findings revealed that there is a positive relationship between competencies and individual performance. Furthermore, core competencies are appeared to have the most significant effect on individual performance. Results provided some empirical evidences referring the effects of individual competencies on organizational performance. One unexpected result showed that when it comes to organizational performance, managerial competencies appeared to be the most significant factor. The paper contains useful information for management practitioners about maintaining and increasing the individual competency to increase organizational performance.

Across demographic variables, for instance, age, Wognum et al. (2006) said that age structure toward old age implies that most institutions have been confronted with an ageing workforce, and to rely, on older workforce to meet, the skills, and demands and keep them employed. An age-related personnel policy is therefore a topical theme in personnel management and employers who realize the benefits of an ageing workforce have to invest more in the development of older workers' competencies to keep them flexible and responsive and to increase their employability.

Civil status was related to the job performance level of employees as indicated by Bowen et al. (1994) in their study that married employees performed better on with their jobs than those who were singles. Ryu and Kol (2002) viewed the effect of civil status in performance wherein married officers achieved better performance than single officers. The analysis showed that single male officers who will marry in the future performed better than single officers who will remain single in the future. Fixed-effect models that control unobservable individual characteristics support the higher performance of married males.

In terms of educational attainment, Berns (1999) discovered that an employee's educational level affects his or her overall job performance level. An employee with a master's degree was more satisfied with his or her position than an employee with only a bachelor's degree.

Nestor and Leary (2000) viewed that as one's years of experience increased, overall job satisfaction and job performance also increased while Fetsch and Kennington (1997) found it to be true for all employees in their study. Job experience improves productivity for several years, but there does come a point at which further experience no longer has an effect. Ilmakunnas et al. (2009) assess a broad sample of Finnish manufacturing employees and found that job duration improves job performance for only up to a length of 3.8 years.

As regards gender, Gregory (1990) reviewed the research evidence and concluded that women have self-confidence and dominance and need for achievement. However, these findings are based on sample of administrator positions and there is usually no significant difference between male and female administrators in education and span of service. However, the literature is divergent, illustrating

that some studies indicate that females have higher levels of job performance, while other studies indicate that males do (Bowen et al., 1994; Riggs and Beus, 1993). There are even some studies that indicate that there is no relationship between sex and job satisfaction levels (Nestor and Leary, 2000).

5. Methodology

This study used the descriptive-correlational method. Correlational methods of inquiry are foundational in nature in terms of their ability to examine the relations among a number of variables. It examines and establishes the kind of relationship, the strength of relationship, and the direction of relationship that exist between or among variables in the study (Gay and Airasian, 2007).

The respondents of the study included 108 (73% out of 147) non-teaching employees of the ISATU, a government university in Iloilo, Philippines. For the purpose of identifying differences in the variables studied, they were classified arbitrarily according to age ("young" and "old"), civil status ("single," "married," widow/widower," and "separated"), sex (male and female), length of service ("short" and "long"), and educational attainment ("undergraduate," "bachelor degree," and "master's or doctorate").

Data were collected between June and October 2015 using a researcher-made questionnaire after approval was sought from university officials (e.g., human resource personnel and administrative officer, heads of the different service offices, University President). Part I, solicited personal information such as name, sex, age, length of service, and highest educational attainment; Part II, gathered information as to the employees' job competency and Part III gathered information as to the employees' job performance. Part I and Part II were answered by the employees, while part III was answered by the employees' immediate supervisor. The questionnaire was then used to gather the level of non-teaching employees' job competency and its relationship to job performance.

The data gathered for this study were processed using the SPSS at 0.05 significance level. The descriptive and inferential statistical tools used were frequency, percentage, means, t-test, Pearson's r, and ANOVA. The following scales were used to interpret the level of job competency and job performance:

Mean	Equivalent rating
4.50-5.00	Very high level
3.50-4.49	High level
2.50-3.49	Moderate level
1.50-2.49	Low level
1.00-1.49	Very low level
NA	Not applicable

6. Findings

6.1. Level of the respondents' job competence

As shown in Table 1, the mean rating as to the level of knowledge of the respondents was 4.24 ("high"). On the other hand, the mean rating as to skill was 4.60 ("very high"). The combined rating for these two categories was 4.47 ("high"). This implies that the non-teaching employees as a whole were highly competent to do the jobs in their respective areas of assignment.

Looking at each item, Item 5 - "Can perform other functions during exigency" (mean = 4.66) and Item 12 - "Can solve client's problems" (mean = 4.66) obtained the rating of "very high" while Item 2 - "Can evaluate fact or course of actions" (mean = 4.37) was rated "high." On the other hand, they need to improve in some areas, especially in terms of Item 1 - "Can develop alternative solutions to problems" where they obtained the lowest mean rating (mean = 2.24). The respondents' competence in terms of skills, when taken as an entire group, is presented in Table 2.

As shown in Table 2, the overall mean rating for competence of the respondents in terms of skills is "very high" (mean = 4.60). They were rated "very high" in almost all the items except in Item 15 - "Can put up with unpleasant behavior in another person without losing temper with him or her" where the rating was "high" (mean = 4.22)" which showed that as a whole, the non-teaching employees of the university have the skills needed for the performance of their job.

Across independent variables, as well as analysis of any significant differences in the respondents' competence, the data are presented in Table 3.

When the respondents were grouped according to age, the mean rating of the younger group (40 years old or lower) for knowledge (mean = 4.21) was described as "high" and the mean rating for skill (mean = 4.58) was described as "very high" with a combined mean rating (mean = 4.45) that was "very high." The findings suggest that the younger non-teaching staff were highly competent to do their jobs. On the other hand, the ratings of the older group of employees (41 years old or higher) for knowledge (mean = 4.26) was "high" and the mean rating for skill (mean = 4.63) was described "very high" with a combined mean rating (mean = 4.49) of "very high." It can be deduced that the older group

Table 1: Level of competence of the respondents when taken as an entire group

Knowledge			Skill			Competence		
Mean	Description	SD	Mean	Description	SD	Mean	Description	SD
4.24	High	0.28	4.60	Very high	0.44	4.47	High	0.36

SD: Standard deviation

Table 2: Level of competence in terms of skills of the respondents when taken as an entire group

Item numbers	Items on skills	Mean	Description	Rank
Skill_1	His/her work area is clean	4.58	Very high	14
Skill_2	His/her work area is clear of unsightly items	4.66	Very high	7
Skill_3	His/her work area is organized and in order	4.66	Very high	7
Skill_4	She/he meets deadlines	4.66	Very high	7
Skill_5	She/he is effective on the use of gadgets (e.g., computer, printers, fax, risograph, photocopier, etc.)	4.66	Very high	7
Skill_6	She/he keeps a consolidated schedule	4.66	Very high	7
Skill_7	Can perform functions even under pressure	4.66	Very high	7
Skill_8	Is abreast of new policies and legislation regarding her/his job	4.66	Very high	7
Skill_9	Is pursuing advance education to enhance skills in the job	4.66	Very high	7
Skill_10	Can persuade people by talking to them	4.66	Very high	7
Skill_11	Can deliver effective presentations to different audiences	4.66	Very high	7
Skill_12	Can give direction and provide structures	4.66	Very high	7
Skill_13	Can makes decisions systematically	4.66	Very high	7
Skill_14	Can proactively consider options, contingencies	4.66	very high	7
Skill_15	Can put up with unpleasant behavior in another person without losing temper with him or her	4.22	High	15
Skill	Overall rating for skills	4.60	Very high	0.44

Table 3: Level of competence of the respondents when grouped according to independent variables

Variable	Knowledge			Skill			Competence		
	Mean	Description	SD	Mean	Description	SD	Mean	Description	SD
Age									
40 years and below	4.21	High	0.27	4.58	Very high	0.44	4.45	High	0.36
41 years and above	4.26	High	0.29	4.63	Very high	0.44	4.49	High	0.36
t	0.84			0.57			0.64		
P	0.40 (not significant)			0.57 (not significant)			0.53 (not significant)		
Sex									
Male	4.10	High	0.17	4.40	High	0.44	4.29	High	0.34
Female	4.35	High	0.30	4.77	Very high	0.36	4.62	Very high	0.31
t	5.19			4.87			5.18		
P	0.00 (significant)			0.00 (significant)			0.00 (significant)		
Civil status									
Single	4.22	High	0.29	4.55	Very high	0.45	4.44	High	0.37
Married	4.24	High	0.28	4.59	Very high	0.44	4.48	High	0.36
t	−0.35			−0.71			−0.59		
P	0.73 (not significant)			0.48 (not significant)			0.56 (not significant)		
Length of service									
Short (<20 years)	4.15	High	0.22	4.49	High	0.45	4.37	High	0.36
Long (>20 years)	4.32	High	0.31	4.72	Very high	0.4	4.57	Very high	0.34
t	3.22			2.79			−3.00		
P	0.00 (significant)			0.01 (significant)			0.00 (significant)		
Educational attainment									
High (master's/doctorate)	4.43	High	0.3	4.84	Very high	0.31	4.68	Very high	0.28
Moderate (bachelor's)	4.17	High	0.22	4.54	Very high	0.44	4.41	High	0.35
Low (undergraduate)	3.99	High	0.12	4.10	High	0.29	4.06	High	0.23
F	17.96			14.87			16.49		
P	0.00 (significant)			0.00 (significant)			0.00 (significant)		

had a better rating than their younger counterpart but though they differ in their numerical ratings both younger and the older groups of respondents were highly competent to do their jobs. These results support Colonia-Willner's (1998) study that senior employees can remain highly productive within a field that they know well and long experience was beneficial. An example of an age-robust ability is tacit knowledge, procedural knowledge used to solve everyday problems, which can explain why many older people perform as good as younger ones.

When grouped according to sex, the ratings of the employees in the male category (mean = 4.10) for knowledge is "high" and the mean rating for skill (mean = 4.40) is "high" with a combined mean rating (mean = 4.29) that is described as "high," while the female group had a rating (mean = 4.35) for knowledge that is "high" and for skill (mean = 4.77) that is described as "very high," with a combined mean rating of (mean = 4.62) described as "very high." Thus, it can be gleaned from these ratings that the female group is more competent than their male counterpart. These results somehow agree with that of Herzberg et al. (1997) who indicated that males performed well in their jobs, while other results indicate that females are performing more.

When categorized according to civil status, the respondents in the single (i.e., unmarried) category had a rating of 4.22 ("high") for knowledge and 4.55 ("very high") for skill. The combined mean rating was 4.44 ("high"). On the other hand, the married group had a rating of 4.24 ("high") for knowledge and 4.59 for skill ("very high") with a combined mean rating of 4.48 ("high"). Thus, both groups were said to be highly competent to do their respective jobs. The findings support that of Bowen et al. (1994) who found in a study that married employees performed better in their jobs than those who were single.

In terms of length of service, findings showed that the employees with short years of service (<20 years) had a rating of 4.15 for knowledge ("high") and 4.49 ("very high") for skill, with a combined mean rating of 4.37 ("high"). Employees with long years of service (20 years and above) had a rating of 4.32 for knowledge ("high") and 4.72 for skill ("very high"), with a combined mean rating of 4.57 ("very high"). Though their ratings differ, both groups were said to be highly competent to do their respective jobs. The respondents were skillful and knowledgeable because of their long span of service. The results support the study of Nestor and Leary (2000), Bowen et al. (1994), and Fetsch and Kennington (1997) that as years of experience increased, overall job satisfaction, and job performance would also increase.

When grouped according to educational attainment, the group with high (Master's and Doctorate) educational attainment obtained the highest rating and the group with low (Elementary and High School) educational attainment has the lowest rating. The ratings of employees with high educational attainment for knowledge (mean = 4.43, or "high") and for skill (mean = 4.84 or "very high"), with a combined mean rating of 4.68 ("very high"). The mean ratings of employees with moderate (Bachelor's Degree) educational attainment were 4.17 for knowledge ("high") and 4.54 for skill ("very high"), with a combined rating of 4.41 ("high"). Employees with low educational attainment had ratings of 3.99 for knowledge ("high") and 4.10 for skill ("high"), with a combined rating of 4.06 ("high"). These ratings showed that employees with higher education qualifications were more competent in doing jobs. The findings support the study of McClelland (1973) that academic aptitude and knowledge predict job performance. The higher the educational qualification of an employee, the more competent he/she becomes.

6.2. Differences in the respondents' competencies

To determine if there were statistically significant differences in the means across independent variables, the t-test and ANOVA were used. The data are shown in Table 3.

The t-test results on the employees' level of job competencies showed that according to sex, there was a significant difference in the areas of "knowledge," "skills," and "competence," among the male and female participants in favor of the female employees. There was also a significant difference in the level of competence in areas of "knowledge," "skills," and "competence," of those with "short" and "long" length of service in favor of those with "long" work experience. A significant difference in the level of competence was also observed when respondents were grouped according to educational qualifications in areas of "knowledge," "skills," and "competence."

Furthermore, *post-hoc* Scheffe results showed that the significant difference in the area of "knowledge" laid only between those with "low" and "moderate" educational attainment, while in area of "skills," the significant difference laid between "low" and "moderate," between "low" and "high," and between "moderate" and "high" level of job competence.

6.3. Level of the respondents' job performance

The level of job performance of the non-teaching personnel as an entire group in the study was "outstanding" (mean = 4.66). The same "outstanding" rating was identified among respondents who were "young" and "old," "single" and "married," and those with "short" and "long" length of service. As for sex, only the female employees were rated "outstanding" while the males were rated "very satisfactory" by their heads of office. For the educational attainment, both with "moderate" and "high" educational qualifications were rated "outstanding" while those with "low" educational attainment were rated "very satisfactory." The data are shown in Table 4.

The findings suggest that the non-teaching staff involved in the study performed well in their jobs for they were well-chosen. They were regular employees who passed the Civil Service exams. This result supports Boyatzi (1984) who is the proponent of job competency assessment method.

Table 4: Level of job performance of the respondents when grouped according to independent variables

Category	Mean	Description	SD	Job performance
Entire group	4.66	Very high	0.48	Outstanding
Age				
Younger (40 years and below)	4.64	Very high	0.49	Outstanding
Older (41 years and above)	4.68	Very high	0.47	Outstanding
t	−0.47			
P	0.64 (not significant)			
Sex				
Male	4.45	High	0.50	Very satisfactory
Female	4.83	Very high	0.38	Outstanding
t	4.50			
P	0.00 (significant)			
Civil status				
Single	4.62	Very high	0.49	Outstanding
Married	4.68	Very high	0.47	Outstanding
t	−0.59			
P	0.56 (not significant)			
Length of service				
Short (<20 years)	4.55	Very high	0.50	Outstanding
Long (>20 years)	4.77	Very high	0.42	Outstanding
t	2.55			
P	0.01 (significant)			
Educational attainment				
Low (undergraduate)	4.11	High	0.33	Very satisfactory
Moderate (bachelor's)	4.61	Very high	0.49	Outstanding
High (master's or doctorate)	4.89	Very high	0.32	Outstanding
F	12.43			
P	0.00 (significant)			

SD: Standard deviation

Boyatzi identified factors that can predict employees' performance at work, which can be the basis for hiring decisions. It also affirms the study of Raven et al. (2001) who emphasized that a person's set of cognitive skills would make him well-qualified for the specific job.

6.4. Differences in the respondents' job performance

To ascertain if there were statistically significant differences in the means across independent variables, the t-test and ANOVA were used. Findings in Table 4 showed that there were no statistically significant differences between the job performances of the "older" and the "younger" respondents since the two groups had the same "very high" level of job performance and between the "single" and "married" respondents' job performance which was also "very high." When grouped according to gender and length of service, statistically significant differences in the job performance between the two groups were found in favor of the female, and those with long experience (20 years and above).

When grouped according to educational attainment, ANOVA results showed statistically significant differences in the job performance of the three groups. Scheffe *post hoc* test results showed statistical differences between "low" and "moderate" educational attainment and between "moderate" and "high" educational attainment.

6.5. Relationship between competence and job performance

The last research objective was to determine the relationship between competence and job performance. Table 5 shows that the coefficient of correlation between competence in terms of knowledge and job performance is positively moderately correlated ($r = 0.688$; $P < 0.01$).

As to the relationship between competence in terms of skill and job performance, the obtained coefficient is interpreted as very high correlation and very dependable relationship ($r = 0.993$; $P < 0.01$). Since the p-value is less than 0.01 level of significance, the hypothesis that "there is no significant relationship between skill and job performance" was rejected. It means that there was a highly significant relationship between competence in terms of skill and job performance.

The relationship between the overall competence and job performance was $r = 0.967$ with a $P = 0.000$; hence, the hypothesis of no relationship between competence and job performance was rejected. It means that there is a very high relationship between competence and job performance and the relationship is statistically significant.

Since the coefficient of correlations between the correlated variables were positive, it can be expected that those who have high level of competence will do better in their job performance and those who have low level of competence can be expected to have low job performance. This finding strongly supports the study of Zaim et al. (2013) that there is a positive relationship between competence and individual job performance.

7. Conclusion

Non-teaching employees covered in the study have "very high" skills and have "high" knowledge and competence of their job. Most of them were regular employees who passed the Civil Service exams

Table 5: Relationship between competence and job performance

Variables correlated	Pearson's r	P	Interpretation
Knowledge and job performance	0.688	0.000	Moderate correlation; substantial relationship
Skill and job performance	0.993	0.000	Very high correlation; very dependable relationship
Competence and job performance	0.967	0.000	Very high correlation; very dependable relationship

and related screening procedures. Having highly skilled and knowledgeable staff is a commendable observation that needs to be sustained by the university administration. The findings may impact the quality of recruitment and selection policies and practices of the university in the research.

The study also proved that the higher the educational attainment of non-teaching employees, the better they perform in their job. Higher education could provide employees more knowledge on current trends and practices related to their job and ultimately, enable employees work with a great deal of efficiency and effectiveness.

It is also concluded that age should not be made as a basis for hiring applicants. The present study did not support the literature and the hypothesis of the research that administrative employees' competence and performance would vary significantly by age.

Females are more competent than their male counterparts. They showed statistically better competence (both knowledge and skills) and performance.

In terms of job performance, those who have long experience are more competent than those with short work experience. It supports the view that the longer the employee stays in his/her work, the more he/she becomes effective and efficient in performing your job.

8. Recommendations

Based on the findings and the conclusions, the following recommendations are put forward:

1. Evaluation of employees should not only be in the form of questionnaires or assessment forms being answered by employees' supervisors or immediate heads but rather it should be validated by their co-employees or peers in a department and triangulated by supervisors' direct observations. Competence and performance should be measured using different indicators such as timeliness and accuracy. In addition, evaluation forms should be different per job description so that it will be specific based on one's job assignment.
2. The difference in the job competency and job performance according to certain independent variable and the relationship between these two should be valuable to the university concerned in developing the competence in job of non-teaching employees and maximizing competent performance in an organization such as a college or university. To obtain effective performance at any position level, the university needs to have job incumbents well-equipped with all competencies needed.
3. It is recommended that the university's HR Office incorporates the competencies identified in the questionnaire into its future competency-based HRM plan as detailed as possible.
4. An effective job description for the different non-teaching employees should include the required competencies in their respective job. In addition, the findings of this study demonstrate the need for a competency-based curriculum addressing the areas of knowledge, skills, and competence required in the different job positions. In addition, multiple training courses are recommended. Although the current employees may have the opportunity to attend a number of training courses, very few have access to formal training designed for their position. To succeed in implementing human resource development through a competency-based approach, the organization could design a number of specific curricula based on the required competencies per job or department.
5. Competencies such as "Service-Minded," "Concern for Order, Quality, and Accuracy" should be emphasized and given importance for effective performance in the job, both at present and in the future. These are some of the 20th century skills that an employee should possess. These concerns will also answer the requirements for accreditation under the outcomes-based evaluation and the ISO evaluation.
6. With the competency-based models, developing competencies in individuals is the next important step in building the working capability of the employees in an organization. The next step is to design cost-effective training interventions that can develop the required competencies of the non-teaching staff.
7. Apart from training and development, a competency model can be used by the university in a variety of ways to address specific competencies in terms of knowledge and skills relevant to the job of the non-teaching personnel.

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