# Bridging skills gaps: A learning needs analysis of non-teaching personnel in higher education

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## Abstract

This study examines the learning needs of non-teaching personnel at Bulacan Agricultural State College (BASC) to inform targeted training and development strategies. The purpose is to assess the demographic profiles, skill levels, and training needs of these staff members, with the goal of enhancing their performance and satisfaction. Using a descriptive research design, data were collected from 94 non-teaching personnel through a researcher-designed questionnaire and follow-up interviews. Findings reveal significant variations in skill proficiency across roles. Drivers demonstrated strong technical skills but needed improvement in administrative tasks, while clerical workers excelled in time management but required development in analytical skills. Supervisors highlighted gaps in planning and leadership, and utility workers needed more training in maintenance and administrative functions. Security guards expressed a need for enhanced emergency response and communication skills. The study concludes that targeted, role-specific training is essential to address skill gaps and improve operational efficiency. Practical implications suggest that BASC should design tailored training programs, promote continuous learning opportunities, and utilize e-learning platforms for flexible training. By aligning development initiatives with institutional goals, BASC can foster a more skilled, adaptable workforce, ensuring its capacity to meet evolving demands in higher education.

**Keywords:** Employee development, higher education, skills training, learning needs assessment, non-teaching personnel, organizational efficiency.

## 1. Introduction

The success of higher education institutions extends beyond academic achievements and research outputs; it is fundamentally tied to the efficiency and effectiveness of their support structures. Non-teaching personnel, including administrative staff, utility workers, security personnel, and other operational employees, play a vital role in maintaining the daily functions and services that ensure smooth operations. These roles, while often overshadowed by academic contributions,

are critical to the institution's ability to deliver quality education and meet the expectations of students, faculty, and other stakeholders [1, 2]. The increasing complexity of university operations, driven by factors such as globalization and technological advancements, necessitates a skilled and adaptable workforce that can respond to evolving demands [1].

In recent years, the evolving demands of higher education—characterized by increased student enrollments, globalization, technological advancements, and heightened accountability—have underscored the need for a skilled and adaptable workforce. Non-teaching personnel, like their teaching counterparts, must continuously develop their skills to remain effective in an environment that is becoming more complex and dynamic. Their ability to adapt to these changes can significantly impact institutional outcomes, from operational efficiency to the quality of services provided to the academic community [1]. The literature indicates that administrative staff members' job competency is closely linked to their job satisfaction, which, in turn, affects their performance and the overall effectiveness of the institution [1, 2].

Training and development initiatives have emerged as indispensable strategies for organizations aiming to enhance workforce capabilities. As emphasized by various scholars, such programs not only improve job performance but also foster employee satisfaction, reduce errors, and minimize turnover [3]. In the context of higher education, these benefits extend to the broader mission of institutions, enabling them to maintain competitive advantages and deliver value to stakeholders. However, to maximize the impact of training programs, they must be tailored to the specific needs of employees—a process that begins with a thorough Learning Needs Assessment (LNA) [4].

This study aims to bridge this gap by assessing the learning needs of non-teaching personnel at Bulacan Agricultural State College (BASC). Specifically, it seeks to evaluate their demographic and work-related profiles and analyze their skill levels across various domains. The results of this assessment will serve as a foundation for crafting a comprehensive learning and development plan tailored to the strengths and areas for improvement identified in the workforce. Furthermore, this study contributes to the broader discourse on human resource development in higher education, offering insights that can guide other institutions in addressing similar challenges [1].

Ultimately, this research underscores the critical role of non-teaching personnel in institutional success and highlights the importance of strategic investment in their development. By identifying and addressing their specific learning needs, BASC can enhance its operational efficiency, foster employee satisfaction, and strengthen its overall capacity to fulfill its mission of providing quality education and service [1].

## 2. Related Literature

Employee training and development are widely recognized as critical components of organizational success, with benefits that extend to both individuals and institutions. Effective training enhances job performance, fosters job satisfaction, reduces turnover, and creates a workforce that is adaptable to changing demands. Armstrong [5] emphasizes that training provides employees with the skills and knowledge needed to perform their roles effectively while also contributing to their professional growth. Mullins [6] further highlights that training improves workforce motivation, reduces errors and absenteeism, and strengthens organizational commitment, creating a more productive and cohesive work environment.

In the context of higher education institutions, the training and development of non-teaching personnel play a pivotal role in maintaining operational excellence. Non-teaching staff, often regarded as the backbone of institutional functionality, require a diverse set of skills ranging from technical and administrative competencies to interpersonal and problem-solving abilities. According to Odinga [7], training non-teaching staff increases productivity, minimizes operational inefficiencies, and supports the attainment of institutional goals. Ongori and Nzonzo [8] add that continuous training empowers employees to adapt to dynamic organizational environments, particularly in higher education institutions where challenges such as globalization, technological advancements, and increased accountability are prevalent.

Learning Needs Assessment (LNA) is a strategic tool used to identify the gaps between the existing skills of employees and those required for optimal performance. As noted by Lacsamana, et al. [9], LNAs are essential for designing targeted training programs that address specific organizational and employee needs. This process ensures that training initiatives are relevant and effective, ultimately improving job performance and enhancing institutional efficiency. Furthermore, Tsai, et al. [10] argue that adequate training and development directly contribute to employee commitment and performance, as they provide the tools necessary for job completion and satisfaction.

For non-teaching personnel, the need for skill development is particularly critical. Studies have shown that these employees often face unique challenges, including the need to perform diverse roles, manage resources effectively, and interact with various stakeholders. Akala [11] highlights that targeted training programs for non-teaching personnel can address these challenges by equipping employees with the specific skills required to meet organizational expectations. Similarly, Wamwayi, et al. [12] emphasize the importance of Learning Needs Assessments (LNAs) in public universities, noting that they provide valuable insights for human resource development strategies aimed at enhancing non-teaching staff performance.

In addition to technical and administrative skills, interpersonal skills are crucial for non-teaching personnel, particularly those in roles requiring direct interaction with students, faculty, and other stakeholders. Effective communication, problem-solving, and customer service skills contribute to a positive institutional image and foster a collaborative work environment. Farooq and Khan [13] note that interpersonal competencies are essential for building trust and rapport within the organization, which in turn enhances job performance and employee satisfaction.

LNA serves as a diagnostic tool to identify gaps between current competencies and the skills required for optimal job performance, ensuring that training investments address actual needs and align with organizational objectives [4]. Despite the recognized importance of LNAs, there is a lack of research on the training needs of non-teaching staff in higher education, particularly in the Philippine context. Most studies in this field have focused on academic staff or broader organizational

development, leaving a critical gap in understanding the specific needs of support personnel [1]. This lack of attention risks undermining the strategic development of this essential workforce segment, as effective training and development are crucial for enhancing job satisfaction and retention among non-teaching staff [3].

## 3. Methodology

### 3.1. Research Design

This study utilized a descriptive research design to evaluate the learning needs of non-teaching personnel at Bulacan Agricultural State College (BASC). Descriptive research is appropriate for gathering detailed information about existing conditions and for identifying patterns or trends within a specific population [14]. This design was selected to systematically assess the skills and training requirements of non-teaching personnel, providing a foundation for crafting a tailored learning and development plan [14].

### 3.2. Population and Sampling

The study targeted all 94 non-teaching personnel at BASC, categorized into five groups based on their roles: supervisors (7), clerical workers (48), utility workers (21), drivers (6), and security guards (12). A census sampling method was employed, ensuring that all non-teaching personnel were included in the study to capture comprehensive insights into their training needs.

### 3.3. Data Collection Instruments

Primary data were collected using a researcher-designed questionnaire divided into two sections. The first section focused on the demographic and work-related profiles of the respondents, gathering information such as age, gender, educational attainment, years of service, job level, and training history. The second section assessed the respondents' self-reported proficiency in various skills relevant to their roles, including technical, interpersonal, administrative, and problem-solving abilities. To ensure the questionnaire's clarity, reliability, and relevance, it was pretested with a small subset of non-teaching personnel. Feedback from the pretest was incorporated to refine the instrument before its full-scale implementation.

### 3.4. Data Collection Procedure

The questionnaires were distributed and personally administered by the researcher to ensure a high response rate and to provide immediate clarification if respondents had questions. In addition to the survey, follow-up interviews were conducted with selected participants to validate their responses and gather qualitative insights. Secondary data, such as personal data sheets (PDS) and performance evaluation records, were also reviewed to corroborate the findings.

### 3.5. Data Analysis

The collected data were cleaned, organized, and analyzed using descriptive statistical methods to ensure accurate and meaningful interpretation. Weighted mean calculations were employed to determine the average proficiency levels across various skill areas, while frequency and percentage distributions were used to summarize the demographic and work-related profiles of the respondents. Additionally, ranking methods were applied to prioritize skills based on the perceived immediacy of training needs. The analysis specifically focused on identifying skill gaps within each personnel category, highlighting key areas where targeted training and development interventions are most needed.

### 3.6. Ethical Considerations

Ethical protocols were strictly observed to protect the rights and confidentiality of the participants. Informed consent was obtained from all respondents, ensuring their voluntary participation. Data were anonymized and used solely for research purposes. Additionally, the study adhered to institutional guidelines for research involving human subjects.

### 3.7. Scope and Limitations

This study focused exclusively on non-teaching personnel at BASC and did not include teaching faculty or external stakeholders. While the census approach ensured comprehensive coverage of the target population, the self-assessment method relied on participants' perceptions, which may introduce bias. Future studies may consider incorporating objective performance metrics or peer evaluations to complement self-reported data.

## 4. Results and Discussion

### 4.1. Demographic and Work-Related Profiles

The study involved a total of 94 non-teaching personnel, distributed across five distinct categories based on their roles within the institution: supervisors (7), clerical workers (48), utility workers (21), drivers (6), and security guards (12). A notable characteristic of the sample was the gender distribution, with the majority of respondents being male (55.32%), highlighting a predominantly male workforce across most categories, particularly among drivers and utility workers. The mean age of the respondents was 40.12 years, reflecting a fairly mature workforce. However, there was a significant variation in age across the different roles, with supervisors being notably older on average (51 years), suggesting a greater level of experience and tenure in leadership positions. In terms of educational attainment, the respondents displayed a wide range of qualifications. Approximately 44.68% of the personnel held a bachelor's degree, indicating a moderately educated workforce. The remainder of the sample was composed primarily of high school graduates (35.11%) or individuals with some form of

vocational training (20.21%). This diversity in educational background is important for understanding the varying training needs and capabilities of the workforce. Table 1 provides a detailed summary of these key demographic data.

**Table 1.**
Demographic profile of non-teaching personnel.

| Category | Mean age | Male (%) | Female (%) | Bachelor's degree (%) | High school graduate (%) |
|---|---|---|---|---|---|
| Supervisors | 51.00 | 0.00 | 100.00 | 42.86 | 0.00 |
| Clerical Workers | 34.18 | 27.08 | 72.92 | 64.58 | 6.25 |
| Utility Workers | 43.90 | 100.00 | 0.00 | 23.81 | 52.38 |
| Drivers | 43.50 | 100.00 | 0.00 | 0.00 | 100.00 |
| Security Guards | 46.67 | 100.00 | 0.00 | 25.00 | 75.00 |

The respondents' work experience averaged 10.65 years, indicating a moderately experienced workforce across the non-teaching personnel at BASC. However, there was considerable variation in tenure across different roles. Supervisors, for instance, had the longest tenure with an average of 23.43 years, reflecting the depth of experience and familiarity with institutional operations required for leadership positions. In contrast, clerical workers, drivers, utility workers, and security guards displayed a range of work experience, which has significant implications for understanding the different skill levels and professional development needs across roles.

Despite their experience, a significant portion of the training attended by clerical workers (50.75%) and drivers (83.33%) was unrelated to their specific job functions. This highlights a clear gap in the alignment between the training opportunities provided and the actual requirements of their roles. Such mismatches emphasize the need for more targeted and relevant training programs that cater specifically to the unique needs and responsibilities of each staff category. Ensuring that training programs are relevant to the job functions will help maximize the impact of these initiatives on both individual performance and institutional efficiency [15, 16].

The diverse demographic profile of the non-teaching personnel, characterized by varying levels of educational attainment and professional experience, underscores the importance of understanding the specific training needs of different groups within the workforce. As seen in the findings, a tailored approach to professional development is essential, as highlighted by existing literature [16, 17]. This approach ensures that training programs are not only more effective but also contribute to the overall job satisfaction and retention of non-teaching personnel [16, 18]. Customizing training initiatives to reflect the distinct backgrounds and roles of staff members fosters a more supportive work environment and enhances staff performance, which is crucial for the continued success and operational efficiency of higher education institutions.

### 4.2. Skill Levels Across Roles

The self-assessment of skills by the non-teaching personnel revealed notable disparities in competencies across the five categories, emphasizing the diverse training needs within the workforce. Each group demonstrated varying levels of proficiency in different skill areas, highlighting the complexity of addressing the development needs of non-teaching staff. For example, while drivers reported strong competencies in technical skills such as maintenance and troubleshooting, they identified administrative skills as a key area for improvement. Clerical workers, on the other hand, excelled in time management and customer service but recognized a need for improvement in analytical and problem-solving abilities. These disparities underscored the importance of tailored training programs to address specific role-related skills.

To better understand these gaps, the findings were analyzed using weighted means, which provided a clear view of the relative strengths and weaknesses in the skill sets of each category. This analysis allowed for the identification of priority areas for training, ensuring that resources and efforts are focused on the most crucial developmental needs. By pinpointing these areas, such as administrative training for drivers or critical thinking for clerical workers, the study has laid the groundwork for designing role-specific training initiatives. These targeted interventions will help bridge skill gaps, enhance job performance, and ultimately improve the overall operational efficiency at BASC.

### 4.2.1. Drivers

Drivers in the study rated themselves as fully knowledgeable across all skill categories, indicating a strong sense of confidence in their abilities. The highest proficiency was reported in technical skills, particularly in maintenance and troubleshooting, with a mean rating of 4.83, signaling their high level of competence in these areas. These skills are essential to their role, ensuring that vehicles and equipment are properly maintained and operational, which directly impacts the efficiency and safety of their work. This self-assessment suggests that drivers at BASC are well-equipped with the technical expertise required for their core responsibilities. However, despite their proficiency in technical skills, drivers identified a significant area for improvement in administrative skills, which received a mean rating of 4.67. This indicates that while drivers possess a strong foundation in technical work, there is a noticeable gap in their ability to perform administrative tasks effectively.

The need for further development in administrative skills aligns with the findings of Lacsamana, et al. [9], who emphasized the critical importance of administrative competencies in operational roles. In higher education institutions, operational staff, including drivers, often handle various administrative functions such as scheduling, reporting, and record-keeping. These tasks require a different set of skills that are essential for streamlining operations and ensuring the effective management of resources. By strengthening these administrative capabilities, drivers can contribute more holistically to the

functioning of the institution. Targeted training programs focusing on administrative skills, such as time management, documentation, and communication, would not only enhance the drivers' overall job performance but also improve operational efficiency at BASC. This approach would ensure that drivers are equipped with a well-rounded skill set that complements their technical expertise and supports their broader responsibilities within the institution.

**Table 2.**
Skills assessment for drivers.

| Skills | Mean | Verbal description |
|---|---|---|
| Maintenance and troubleshooting | 4.83 | Fully knowledgeable |
| Driving | 4.81 | Fully knowledgeable |
| Interpersonal | 4.70 | Fully knowledgeable |
| Administrative | 4.67 | Fully knowledgeable |

*4.2.2. Clerical Workers*

Clerical workers in the study demonstrated strong time management skills, with a mean rating of 3.90, reflecting their ability to prioritize tasks effectively and meet deadlines in their administrative roles. Time management is an essential competency in administrative positions, as it directly influences the efficiency of operations and the ability to handle multiple responsibilities simultaneously. The ability to manage time effectively is critical in ensuring that clerical staff can balance various duties such as answering correspondence, processing documents, and maintaining records while also supporting other areas of the institution. This proficiency in time management aligns with the work of Armstrong [5], who highlights the importance of this skill in enhancing productivity and organizational performance, as well as Nabunya, et al. [19], who emphasize its centrality to effective administrative functioning.

However, despite their strength in time management, clerical workers indicated that they required improvement in analytical and problem-solving skills, which received a mean rating of 3.69. These skills are essential for handling complex or unexpected issues that arise in the course of administrative duties, such as addressing discrepancies in records, finding solutions to workflow inefficiencies, or troubleshooting problems with office systems. The need for stronger analytical skills is consistent with the findings of Farooq and Khan [13], who stress the importance of decision-making and critical thinking in dynamic work environments. As the administrative functions within higher education institutions become increasingly complex, clerical workers must be equipped with the ability to analyze situations, interpret data, and make informed decisions that contribute to smoother operations. By enhancing these skills, clerical workers will not only improve their individual job performance but also support the broader goals of the institution by fostering more efficient and effective administrative processes. This development would further equip them to meet the growing demands of their roles in an increasingly complex and fast-paced organizational environment.

**Table 3.**
Skills assessment for clerical workers.

| Skills | Mean | Verbal description |
|---|---|---|
| Time management | 3.90 | Good knowledge |
| Customer skills | 3.88 | Good knowledge |
| Analytical and problem-solving | 3.69 | Good knowledge |
| Communication | 3.79 | Good knowledge |

*4.2.3. Supervisors*

Supervisors in the study reported a high level of proficiency in coordination, with a mean rating of 4.17, indicating their competence in managing and facilitating various tasks and ensuring that different components of the institution's operations work harmoniously. Coordination is a crucial skill for supervisors, as it involves organizing resources, aligning teams, and ensuring that all activities are carried out smoothly and effectively. This skill is particularly vital in a complex educational environment, where supervisors must balance a variety of responsibilities, such as overseeing staff, managing operations, and maintaining effective communication across different departments. The ability to coordinate well directly contributes to organizational efficiency and helps in achieving institutional goals. However, despite their strength in coordination, supervisors identified significant gaps in other areas, particularly in planning and people development, both of which received a mean rating of 3.86. These findings suggest that while supervisors are adept at handling current operations, they may face challenges in strategic thinking and in fostering the growth of their team members.

The gaps in planning and people development skills reflect the evolving demands of leadership roles, which require not only day-to-day management but also the ability to anticipate future needs and prepare for long-term success. Planning involves setting goals, identifying resources, and creating actionable steps to achieve objectives, which are essential for ensuring that the department or unit continues to thrive amid changing circumstances. Similarly, people development is crucial for nurturing talent, providing growth opportunities, and building a capable and motivated team. The need for training in these areas is consistent with the findings of Ongori and Nzonzo [8], who highlighted the importance of leadership training for individuals in managerial positions. As leaders, supervisors must possess a broader skill set that includes not only operational management but also strategic thinking, decision-making, and the ability to guide their teams toward achieving higher performance levels. By addressing these gaps, BASC can equip its supervisors with the necessary skills to lead effectively, manage change, and contribute to the overall success of the institution. This focus on leadership development

will not only enhance the supervisors' abilities but also improve organizational outcomes by ensuring that leadership is both visionary and supportive of team growth.

**Table 4.**
Skills assessment for supervisors.

| Skills | Mean | Verbal description |
|---|---|---|
| Coordination | 4.17 | Good knowledge |
| Planning | 3.86 | Good knowledge |
| People development | 3.86 | Good knowledge |

### 4.2.4. Utility Workers

Utility workers in the study demonstrated exceptional proficiency in cleaning tasks, with a mean rating of 4.51, reflecting their expertise and efficiency in maintaining cleanliness and ensuring a hygienic environment within the institution. Cleaning is a vital responsibility in any educational institution, as it directly contributes to the health, safety, and overall well-being of the campus community. The high rating in this area suggests that utility workers at BASC possess the necessary skills to perform their duties effectively, maintaining cleanliness across various facilities such as classrooms, offices, and common areas. This proficiency in cleaning ensures that students, faculty, and staff can work and study in a safe, clean environment, contributing to the overall positive atmosphere of the institution. However, despite their strengths in this area, utility workers identified significant gaps in other crucial skills, particularly in administrative and maintenance functions, which received mean ratings of 3.10 and 3.29, respectively. These results highlight a need for development in areas that extend beyond their core cleaning responsibilities.

Training in administrative skills, such as recordkeeping, scheduling, and managing documentation, is particularly important for utility workers, as these tasks are increasingly integral to their roles. As institutions grow and become more complex, support staff like utility workers are often tasked with administrative duties that ensure smooth operations, such as tracking supplies, reporting maintenance issues, and managing inventories. The need for improved administrative skills is consistent with the findings of Lacsamana, et al. [9] and other studies Jordan, et al. [20], which emphasize the importance of these skills in enhancing the efficiency and effectiveness of non-teaching personnel. Furthermore, maintenance skills, which are necessary for the upkeep of facilities and equipment, were also identified as an area in need of development. As buildings and infrastructure age, utility workers must be equipped to handle minor repairs and maintenance tasks, ensuring that the institution's physical assets are well-maintained and operational. By addressing these skill gaps, BASC can enhance the overall performance of its utility workers, ensuring that they are not only proficient in their core responsibilities but also capable of handling a wider range of tasks that contribute to the smooth functioning of the institution. Comprehensive training in both administrative and maintenance skills will improve their versatility, efficiency, and job satisfaction, ultimately contributing to the institution's long-term success.

**Table 5.**
Skills assessment for utility workers.

| Skills | Mean | Verbal description |
|---|---|---|
| Cleaning | 4.51 | Fully knowledgeable |
| Maintenance | 3.29 | Good knowledge |
| Administrative | 3.10 | Good knowledge |

### 4.2.5. Security Guards

Security guards in the study reported a solid level of proficiency in basic security procedures, with a mean rating of 3.85, indicating that they are well-versed in the essential aspects of security management, such as monitoring premises, controlling access, and responding to routine security concerns. Basic security procedures are fundamental to ensuring the safety and protection of the campus community, and the high rating in this area suggests that the security staff at BASC are adequately prepared for standard security operations. These skills are essential in maintaining a secure environment and preventing incidents that could disrupt the educational process or endanger individuals on campus. However, despite their strengths in basic security, the security guards identified gaps in other critical areas, particularly in emergency response and communication skills, which received mean ratings of 3.58 and 3.68, respectively. These results underscore the importance of enhancing their capabilities in more specialized aspects of security work that go beyond routine monitoring.

Emergency response training is vital for security personnel, as they are often the first responders to incidents such as accidents, medical emergencies, fires, or even security breaches. The lower mean rating in this area suggests that while security guards are familiar with general security procedures, they may require additional training to handle high-pressure crisis situations effectively. As Akala [11] noted, emergency response skills are critical in ensuring that security personnel can act swiftly and appropriately during emergencies, mitigating risks and potentially saving lives. In addition to emergency response, communication skills are another key area for development. Security guards must be able to communicate clearly and effectively with students, staff, emergency responders, and other stakeholders during critical situations. Whether it's relaying important information, coordinating efforts during an emergency, or de-escalating tense situations, strong communication skills are essential. The need for enhanced communication abilities aligns with the findings of Farooq and Khan [13], who emphasized the importance of interpersonal competencies in fostering trust and collaboration within organizations. By investing in training to improve emergency response and communication skills, BASC can ensure that its

security personnel are better equipped to handle critical situations, thereby enhancing campus safety and creating a more secure environment for the entire campus community. This targeted training will not only improve individual performance but also contribute to the overall effectiveness and reliability of the security team in safeguarding the institution's premises.

**Table 6.**
Skills assessment for security guards.

| Skills | Mean | Verbal description |
|---|---|---|
| Basic security procedures | 3.85 | Fully knowledgeable |
| Emergency response | 3.58 | Good knowledge |
| Communication | 3.68 | Good knowledge |

The analysis of skill levels across the different roles within the non-teaching personnel at BASC underscores the necessity for targeted, role-specific training programs designed to address the unique competencies required for each category of staff. By evaluating the skill gaps and strengths of personnel, it becomes evident that one-size-fits-all training approaches may not be effective in addressing the distinct needs of each group. For example, while utility workers excel in cleaning tasks, they require significant improvement in maintenance and administrative skills, which are outside the scope of their core responsibilities. Similarly, while clerical workers demonstrate proficiency in time management, they need further development in critical thinking and problem-solving, which are crucial for adapting to the increasingly complex demands of their administrative roles. Each category of non-teaching personnel has a unique set of competencies, and understanding these differences is essential for designing training programs that target the most pressing needs.

This targeted approach to training is strongly supported by existing literature, which highlights the importance of aligning training programs with the specific skill gaps identified within an organization. According to research, tailoring training to the distinct needs of each staff category not only helps improve job performance but also enhances employee satisfaction and motivation [19, 21, 22]. Employees who receive training that is relevant to their roles and addresses their individual development needs are more likely to feel valued and supported, leading to increased job satisfaction and reduced turnover. Furthermore, by investing in training programs that focus on specific competencies, organizations can foster a more efficient and effective workforce. This approach ensures that staff are not only improving in areas where they are weakest but are also building on their existing strengths, ultimately contributing to the overall success of the institution. Therefore, aligning training with identified skill gaps is a crucial step toward enhancing the professional development of non-teaching personnel, improving their performance, and supporting the institutional goals of BASC.

## 5. Conclusion

In conclusion, this study underscores the critical importance of addressing the diverse and role-specific training needs of non-teaching personnel at Bulacan Agricultural State College (BASC). By identifying key skill gaps across different categories of staff, the research highlights the need for targeted development initiatives that can enhance both individual performance and institutional effectiveness.

### 5.1. Implications

The study highlights the need for tailored training programs that address the specific skill gaps identified across various categories of non-teaching personnel at BASC. These programs should focus on enhancing competencies in technical, administrative, interpersonal, leadership, and emergency response skills. The findings suggest that a targeted approach to training will not only improve individual performance but also align workforce capabilities with the institution's goals, leading to enhanced operational efficiency. By investing in continuous development through leadership development, technical training, and interpersonal skills enhancement, BASC can ensure its workforce remains adaptable and competitive in the evolving higher education landscape.

### 5.2. Limitations

While this study provides valuable insights, it has some limitations. The reliance on self-reported data may introduce bias, as respondents may overestimate or underestimate their proficiency in certain skills. Additionally, the study focused exclusively on non-teaching personnel at BASC, which may limit the generalizability of the findings to other institutions or sectors. The assessment of skill levels was based on participants' perceptions, without objective performance metrics, which may affect the accuracy of the conclusions.

### 5.3. Future Research Suggestions

Future research should examine the long-term impacts of targeted training programs on non-teaching personnel performance and institutional outcomes. It is also recommended to incorporate objective performance metrics and peer evaluations to complement self-reported data. Additionally, exploring the effectiveness of e-learning platforms and flexible training options could provide insights into optimizing training delivery, especially for personnel balancing job responsibilities. Further studies can also investigate the broader implications of skill development for institutional success in higher education settings.

## 6. Recommendations

To address the identified training needs, several actionable steps are recommended. First, targeted training programs should be developed to address the specific skill gaps in each job category. For instance, administrative training should be provided for drivers, while clerical workers should attend analytical skills workshops, and security guards should receive emergency response training. Leadership development programs for supervisors must also be implemented, with a focus on planning, people development, and decision-making skills. Workshops and practical exercises to improve interpersonal interactions and communication should be introduced, particularly for clerical workers and security guards, to strengthen customer service and conflict resolution abilities.

Technical training for utility workers should emphasize maintenance tasks such as plumbing, electrical repair, and equipment handling to improve their operational efficiency. Furthermore, a robust system to monitor and evaluate training outcomes should be established, using pre- and post-training assessments and feedback mechanisms to ensure effectiveness. Continuous learning opportunities, including certifications, seminars, and workshops, should be promoted to foster professional development. The use of e-learning platforms and virtual workshops can provide accessible and flexible training options for personnel balancing job responsibilities.

Lastly, all training initiatives should be regularly reviewed and updated to ensure alignment with BASC's strategic goals and emerging institutional needs. By implementing these recommendations, BASC can develop a more competent, adaptable, and engaged workforce capable of meeting the dynamic demands of higher education.

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