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Job Performance of Non-Teaching Personnel in Division Office in the Use of Information and Communication Technology

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Abstract

This study examined the job performance of non-teaching personnel in the Division Office in relation to their use of Information and Communication Technology (ICT). Specifically, it aimed to determine the level of ICT utilization among non-teaching employees and assess how ICT use contributes to the efficiency, productivity, and quality of their work performance. The study also identified challenges encountered in the use of ICT tools and systems in the workplace.

A descriptive-correlational research design was employed, utilizing survey questionnaires as the primary instrument for data gathering. Respondents of the study consisted of non-teaching personnel from various offices within the Division Office. Data were analyzed using frequency counts, percentage, weighted mean, and correlation analysis to determine the relationship between ICT utilization and job performance. Findings revealed that non-teaching personnel demonstrated a high level of ICT utilization in performing administrative tasks, communication, records management, data processing, and report preparation. The respondents also exhibited satisfactory to very satisfactory job performance, indicating that ICT significantly enhances workplace efficiency and effectiveness. Moreover, results showed a positive relationship between the use of ICT and the job performance of non-teaching personnel. However, challenges such as limited technical support, unstable internet connectivity, and inadequate training were identified as factors affecting optimal ICT utilization.

The study concluded that effective use of ICT contributes positively to the job performance of non-teaching personnel in the Division Office. It is therefore recommended that continuous ICT training programs, improved technological infrastructure, and adequate technical support be provided to further enhance employee competence and organizational productivity.

Keywords: administrative efficiency; information and communication technology; job performance; non-teaching personnel; organizational productivity

Introduction

Technology has had a great impact on society in recent times. In the coming years, Information and Communication Technology (ICT) will transform almost all aspects of the office environment. Information and Communication Technology (ICT) will act as catalyst, accelerating existing trends or steering change that facilitates sustainable development of the Philippines. The internet can be considered among the most dependable sources of information.

Even with all the rapid growth in Information and Communication Technology (ICT), its full potential remains unutilized for various work environments. Lack of strong infrastructure and inadequate training, together with resistance to change, hinder organizations in developing nations from maximizing the potential of Information and Communication Technology (ICT) to enhance efficiency and productivity. Consequently, technology remains underutilized in performing duties, fostering collaboration and making decisions. Addressing the issue requires more than the acquisition of Information and Communication Technology (ICT) solutions. It demands that organizations engage in training and create favorable policies among other measures.

Therefore, the purpose of this study is to find out how information and communication technology can improve job performance among non-teaching personnel in the Division of Aklan.

Methodology

The process involved in carrying out this research was described in this chapter under the following headings: research design, respondents of the study, sampling design, research tool, data collection and analysis.

Research Design

The research method adopted for this study involved the use of descriptive survey design to collect the required data. The study which sought to establish the relationship between employees' performance and their proficiency in using computers was not large in scale but it was focused. It was determined that this type of research was appropriate because it allowed systematic data collection which would help in establishing relationships and trends.

Participants and Sampling Technique

The method of collection used in this study was thoughtfully designed to maintain the practicality and dependability of data collecting. It would take a lot of time and resources to survey each member of the 300 population. A representative sample was chosen to address this and make the procedure easier to handle without sacrificing validity. Only employees with three years of experience were selected. No new employees participated in this study. The degree of precision required in the projection of the sample to the entire population is presented by the margin of error calculated to be 11.55%. Sixty samples were chosen based on the calculation made to balance the two. It is guaranteed by the sample size that there would be presentation of all the diversity in the population without overutilization of resources. This provides the basis of conducting effective research which is unbiased. Enhancing the reliability of the study.

Research Instrument

The main instrument for carrying out the research was a research-created questionnaire that was adapted from the National ICT Competency Standards (NICS). The NICS is a framework designed to specify the fundamental ICT abilities and skills needed by the personnel and teaching in the Philippine educational system. It ensures that tools like this questionnaire are in line with accepted national standards by providing criteria for digital literacy, technical proficiency and the successful integration of ICT in professional responsibilities. Two Research Coordinators and a District ICT Coordinator evaluated and validated the questionnaire to increase its validity and reliability. Their knowledge guaranteed that the

items are suitable, thorough and in line with the study's goals. The instrument was then administered to the Division of Aklan's non-teaching personnel to gather information regarding the perceived usefulness of information and communication technology (ICT).

Data Gathering Procedure

The researcher will secure a letter of permission from the Schools Division Superintendent of the Division Office of Aklan to explain the purpose of the study to the selected respondents. The question will be distributed thru Google form links to the respondents by the researcher. In this way, the respondents will answer the questionnaire conveniently through their cellphones or computers. The answered questionnaire will be automatically saved in a Google Sheet in which the researcher will easily see the answers of the respondents. After all the required number of respondents have answered the questionnaires, the answers will be checked for completeness, interpreted, and analyzed.

Data Analysis Procedure

To interpret and analyze the result, the following statistical tools will be used.

Percentage Frequency Distribution

$P = f/n \times 100\%$

Where:

P = percentage

f = no. of responses

n = total no. of respondents

Weighted Mean

$x = (\sum fx)/\Sigma n$

Where:

f = frequency response

x = no. of responses

n = total no. of respondents

Chi-Square Test

$x2 = \sum$▒(Oi-Ei) 2 To determine the relationship between two variables

Ei

Where:

x2 = Chi-square Test

Oi = observed frequency

Ei = expected frequency

Ethical Considerations

The researcher ensured that all ethical principles governing the conduct of research involving human participants were strictly observed throughout the study. Prior to data collection, permission to conduct the study was obtained from the appropriate authorities of the Schools Division Office of Aklan. Participation in the study was entirely voluntary, and respondents were informed of the purpose,

objectives, procedures, and expected benefits of the research through an informed consent form. They were also informed that they had the right to decline participation or withdraw from the study at any time without penalty or adverse consequences.

To protect participants' privacy, no personally identifiable information was collected unless necessary for administrative purposes. Responses were treated with strict confidentiality, and all data were anonymized during analysis and reporting. Survey questionnaires and electronic data were securely stored and were accessible only to the researcher. The information gathered was used solely for academic and research purposes and was not disclosed to any unauthorized individual or organization.

The researcher ensured that the study posed no physical, psychological, or social harm to the participants. Questions included in the survey were limited to work-related experiences concerning ICT utilization and job performance and did not involve sensitive or intrusive issues. Findings were presented in aggregate form to prevent the identification of individual respondents or offices. Upon completion of the study, all research data will be retained and disposed of in accordance with institutional policies and applicable data privacy regulations.

Results and Discussion

In this chapter, results of the data collected will be presented, analyzed and interpreted. The major purpose of these results is to find out the job performance of non-teaching personnel in division offices in the application of ICT.

Profile of Respondents

The respondents for this study can be considered a diverse sample, where their demographics and socio-economic factors give useful information regarding the study's purpose. Information about their age, sex, civil status, educational level, job positions and experience in using computers adds more context and explains the findings better.

According to Bulilan (2023), the findings indicate that there were significant relationships between some of the demographic factors and their effects on work performance.

Age of the Non-Teaching Personnel

Since 36.70% of the respondents belong to the age group 31-40 years, it is possible to assume that most respondents are at a point where they already have enough experience in their profession, yet they are still very involved in their work. This contributes to their authority because they can draw from their own experience.

Table 1.1 Age of the Non-Teaching Personnel

Age	Frequency	Percentage (%)
20 to 30 Years Old	14	23.30
31 to 40 Years Old	22	36.70
41 to 50 Years Old	20	33.30
51 to 60 Years Old	4	6.70
Total	**60**	**100**

Sex of the Non-Teaching Personnel

Out of the 60 respondents, the largest number of them consists of females 49 or 81.7% whereas males only account for 11 people or 18.3%. There is a considerable share of women among the responders. This means that effort is not caused by the activity itself.

Table 1.2 Sex of the Non-Teaching Personnel

Sex	Frequency	Percentage (%)
Male	11	18.30
Female	49	81.70
Total	**60**	**100**

Civil Status of the Non-Teaching Personnel

33 or 55% are married, which implies that most participants manage their duties professionally as well as domestically. Their marital status can have an impact on how they prioritize their career-related needs.

Table 1.3 Civil Status of the Non-Teaching Personnel

Sex	Frequency	Percentage (%)
Male	11	18.30
Female	49	81.70
Total	**60**	**100**

Educational Attainment of the Non-Teaching Personnel

86% or 52 people are holders of bachelor's degree. The result shows that the duties will differ according to the activities delegated to the employees. As for the non-teaching personnel, their primary duties are resolved around administrative work inside the office.

Table 1.4 Educational Attainment of the Non-Teaching Personnel

Educational Attainment	Frequency	Percentage (%)
Diploma	1	1.70
Bachelor	52	86.70
Master	7	11.70
Total	**60**	**100**

Position of the Non-Teaching Personnel

It can be observed that 45 or 75% are AO II; 6 or 10% are ADAS III; 5 or 8.30% are ADAS II; and only 1 or 1.70% are PDO I, AO I ADA VI and AO IV. This implies that non-teaching personnel must do various jobs in the office.

Table 1.5 Position of the Non-Teaching Personnel

Position	Frequency	Percentage (%)
PDO I	1	1.70
AO II	45	75.00

ADAS II	5	8.30
ADAS III	6	10.00
AO I	1	1.70
ADA VI	1	1.70
AO IV	1	1.70
Total	**60**	**100**

Length of Computer Use of the Non-Teaching Personnel

Either 18 or 30% of the respondents have used the computer for 6-10 years while only 5 or 8.30% of them have used it for 1-5 years. It is evident from this that the non-teaching personnel have good practical knowledge about computers which helps them perform their tasks effectively.

Table 1.6 Length of Using Computers of the Non-Teaching Personnel

Length of Using Computers	Frequency	Percentage (%)
1 to 5 Years	5	8.30
6 to 10 Years	18	30.00
11 to 15 Years	15	25.00
16 to 20 Years	8	13.30
21 Years and Above	14	23.30
Total	**60**	**100**

Job Performance of Non- teaching Personnel in Using Information and Communication Technology

It is important that the performance of the non-teaching personnel when it comes to the use of information and communication technology will be considered because they will have an impact on the effectiveness of school management. Being non-teaching personnel, they can help enhance the efficiency of school activities by means of information and communication technology.

Job Performance in terms of Frequency of ICT use

The performance of non-teaching personnel in the use of ICT, especially the degree of ICT usage is illustrated in Table 2.1. From the findings, their activities are perceived to be outstanding on a verbal scale, showing their competence and effectiveness in utilizing technology for their duties. This was further evidenced by the grand weighted mean rating of 4.67, indicating excellent performance in the integration of ICT in their work.

The above observation corresponds to the views expressed by Perdiguerra and Guillo Jr. (2019) on how the efficient use of ICT by educational personnel is key in increasing organizational effectiveness as well as the attainment of organizational objectives. From their research, the efficient and effective use of ICT does not only improve the ability to do work effectively but also instills in innovative practices in administrative functions. Therefore, the superior performance of the participants in this study further proves that Perdiguerra and Guillo Jr.'s claim holds true.

Table 2.1 Job Performance of Non- teaching Personnel in Using ICT in terms of Frequency of ICT Use

Indicator	5 O	4 VS	3 S	2 F	1 P	Weighted Mean	Verbal Interpretation
1. Use computers and digital devices in performing my daily tasks.	48	10	2	0	0	4.77	Outstanding
2. Regularly use email or online platforms for work-related communication.	39	15	5	1	0	4.53	Outstanding
3. Utilize ICT tools for data encoding, record keeping, and reporting.	45	10	5	0	0	4.67	Outstanding
4. Use ICT for communication with colleagues and stakeholders.	44	15	1	0	0	4.72	Outstanding
Grand Weighted Mean						**4.67**	**OUTSTANDING**

Legend: 4.51 - 5.00 -Outstanding, 3.51 - 4.50 -Very Satisfactory, 2.51 - 3.50 -Satisfactory, 1.51 - 2.50 -Fair, 1.00 - 1.50 -Poor

Job Performance in terms of ICT Skills or Competence

Regarding the ICT capability of non-teaching personnel in relation to their job performance, it can be stated that they exhibit a very satisfactory degree of competence, with an overall weighted mean of 4.28. It proves that non-teaching personnel have adequate ICT competence and can thus do their jobs effectively. Their competence in productivity software, file management and ethics in ICT further proves their ability to assist organizations digitally.

The result found here is supported by the findings of Berdin (2022). Berdin highlights the importance of ICT competency among staff members as an important element that can positively influence organizational performance and delivery of service. According to Berdin, a person with good ICT skills will be able to cope with changes in technology, improve the management process and assist in the general modernization of education organizations. Therefore, the excellent performance recorded among the participants in this study is supportive of the statement made by Berdin.

Table 2.2 Job Performance of Non- teaching Personnel in terms of Level of ICT Skills or Competency

Indicator	5 O	4 VS	3 S	2 F	1 P	Weighted Mean	Verbal Interpretation
1. Can operate office productivity tools (Word, Excel, PowerPoint, etc.) efficiently.	31	23	6	0	0	4.42	Very Satisfactory
2. Can manage files and folders systematically using ICT tools.	32	22	6	0	0	4.43	Very Satisfactory
3. Can troubleshoot basic ICT-related problems.	18	26	12	4	0	3.97	Very Satisfactory
4. Can use online collaboration tools (e.g., Google Workspace, MS Teams, etc.).	22	28	7	2	1	4.13	Very Satisfactory

5. Can apply ICT safely, ethically, and responsibly in my work.	33	20	7	0	0	4.43	Very Satisfactory
Grand Weighted Mean						**4.28**	**VERY SATISFACTORY**

Legend: 4.51 - 5.00 -Outstanding, 3.51 - 4.50 -Very Satisfactory, 2.51 - 3.50 -Satisfactory, 1.51 - 2.50 -Fair, 1.00 - 1.50 -Poor

Job Performance in terms of Accessibility to ICT Resources

The job performance of non-teaching personnel in terms of accessibility to ICT resources reveals that they generally experience a very satisfactory level of support from their workplace, with a grand weighted mean of 4.29. The findings show that non-teaching personnel require appropriate ICT facilities that allow them to perform their duties in an effective manner. The very good rating given in terms of access to functional equipment clearly shows the commitment of the institution.

This result corroborates the claims made by Jabla and Espina (2025) who stressed that the availability of ICT facilities at work is one of the key elements that determine the level of employee performance and organizational productivity. As they found out, organizations that are characterized by a good technological base enable their employees to perform various tasks effectively and respond to changes brought about by technology. Therefore, the overall good availability of ICT facilities indicated by the respondents confirms the findings made by Jabla and Espina.

Table 2.3 Job Performance of Non-teaching Personnel in terms of Accessibility to ICT Resources

Indicator	**5 O**	**4 VS**	**3 S**	**2 F**	**1 P**	**Weighted Mean**	**Verbal Interpretation**
1. Have access to a functioning computer or device at work.	38	17	5	0	0	4.55	Outstanding
2. Have access to updated software and applications.	22	28	8	2	0	4.17	Very Satisfactory
3. Can easily connect to the internet when needed.	35	21	2	2		4.48	Very Satisfactory
4. Can request technical assistance when ICT problems arise.	20	27	11	2	0	4.08	Very Satisfactory
5. My workplace provides sufficient ICT resources to support my daily work activities.	22	25	13	0	0	4.15	Very Satisfactory
Grand Weighted Mean						**4.29**	**VERY SATISFACTORY**

Legend: 4.51 - 5.00 -Outstanding, 3.51 - 4.50 -Very Satisfactory, 2.51 - 3.50 -Satisfactory, 1.51 - 2.50 -Fair, 1.00 - 1.50 -Poor

Job Performance in terms of Quality of Work Output

The performance of the non-teaching personnel regarding the quality of work output is excellent, considering the grand weighted mean score of 4.61. It shows the non-teaching personnel have been delivering excellent work output through the effective utilization of ICT tools. Their excellent scores in

almost all aspects demonstrate their ability to cope up with technological requirements. However, there is still a need for consistent training and emphasizing the importance of accuracy in their work.

This agrees with the study conducted by Cabuag (2025) who pointed out that ICT adoption considerably enhances the quality of work outputs because it promotes accuracy, timeliness and innovation in administrative tasks. According to Cabuag, employees who demonstrate strong ICT competencies are better positioned to meet organizational standards and contribute to institutional growth. Thus, the outstanding performance of non-teaching personnel in this study reinforces Cabuag's assertion that ICT-driven proficiency is a foundation of professional excellence and organizational effectiveness.

Table 2.4 Job Performance of Non- teaching Personnel in terms of Quality of Work Output

Indicator	5 O	4 VS	3 S	2 F	1 P	Weighted Mean	Verbal Interpretation
1. Work output using ICT meets the required accuracy and standards.	33	24	3	0	0	4.50	Very Satisfactory
2. Production of reports and documents efficiently using ICT tools.	40	17	3	0	0	4.62	Outstanding
3. Use of ICT to improve the presentation and readability of my work outputs.	37	21	2	0	0	4.58	Outstanding
4. Consistently meet deadlines because ICT tools help me complete tasks more efficiently.	40	18	2	0	0	4.63	Outstanding
5. Use ICT resources to enhance the overall quality and professionalism of my work output.	44	14	2	0	0	4.70	Outstanding
Grand Weighted Mean						**4.61**	**OUTSTANDING**

Legend: 4.51 - 5.00 -Outstanding, 3.51 - 4.50 -Very Satisfactory, 2.51 - 3.50 -Satisfactory, 1.51 - 2.50 -Fair, 1.00 - 1.50 -Poor

Job Performance in terms of Efficiency

The job performance of non-teaching personnel in terms of efficiency is overall outstanding, as reflected in the grand weighted mean of 4.74. This indicates that personnel consistently maximize the use of ICT to enhance the speed, organization, and effectiveness of their work. The excellent scores in all indicators clearly indicate that non-teaching personnel are extremely efficient at performing their tasks through ICT use. They can make use of technology and thus increase the speed of output, organize themselves effectively, reduce manual tasks and manage tasks better.

This result is in line with the argument provided by Polgan (2023 which indicated that efficiency through ICT is one of the key components towards boosting organizational performance. This is because according to Polgan, individuals who can use ICT within their daily activities will be able to improve efficiency, avoid duplication of work and ensure continued provision of quality service. This implies that the remarkable efficiency exhibited by the respondents justifies the claim by Polgan.

Table 2.5 Job Performance of Non-Teaching Personnel in terms of Efficiency

Indicator	5 O	4 VS	3 S	2 F	1 P	Weighted Mean	Verbal Interpretation
1. ICT helps me finish my tasks faster.	48	11	1	0	0	4.78	Outstanding
2. ICT enables me to organize my work systematically.	47	12	1	0	0	4.77	Outstanding
3. Use ICT to reduce repetitive manual tasks.	45	12	3	0	0	4.70	Outstanding
4. ICT tools help me manage my workload more effectively.	46	13	1	0	0	4.75	Outstanding
5. ICT allows me to complete multiple tasks with minimal effort.	45	13	2	0	0	4.72	Outstanding
Grand Weighted Mean						**4.74**	**OUTSTANDING**

Legend: 4.51 – 5.00 -Outstanding, 3.51 – 4.50 -Very Satisfactory, 2.51 – 3.50 -Satisfactory, 1.51 – 2.50 -Fair, 1.00 – 1.50 -Poor

Job Performance in Terms of Productivity

As regards the productivity of the non-teaching personnel, it is generally excellent as shown by a grand weighted mean of 4.72. This indicates that personnel consistently maximize the use of ICT to accomplish a greater volume of work, improve coordination, and enhance the quality of their outputs.

Such observation agrees with Perdiguerra & Guillo Jr. (2019)'s statement that the use of ICT increases work productivity because of efficient and accurate work that workers can be using such technology. In accordance with their research, when ICT is integrated into work, it leads to better collaboration, reduced redundancies and improved product quality. Therefore, the excellent level of productivity shown by the participants in this research supports Perdiguerra & Guillo Jr. claim that ICT skills are important for efficient work.

Table 2.6 Job Performance of Non- teaching Personnel in terms of Work Productivity

Indicator	5 O	4 VS	3 S	2 F	1 P	Weighted Mean	Verbal Interpretation
1. ICT helps increase the volume of work I can accomplish.	45	14	1	0	0	4.73	Outstanding
2. ICT contributes to better coordination and communication within the office.	44	16	0	0	0	4.73	Outstanding
3. ICT enhances my overall performance and productivity.	46	14	0	0	0	4.77	Outstanding
4. ICT enables me to complete tasks with fewer errors and revisions.	42	16	2	0	0	4.67	Outstanding
5. ICT allows me to manage work demands more effectively throughout the day.	44	15	1	0	0	4.72	Outstanding
Grand Weighted Mean						**4.72**	**OUTSTANDING**

Legend: 4.51 - 5.00 -Outstanding, 3.51 - 4.50 -Very Satisfactory, 2.51 - 3.50 -Satisfactory, 1.51 - 2.50 -Fair, 1.00 - 1.50 -Poor

Summary Table for Job Performance of Non-Teaching Personnel

An analysis of the performance of the non-teaching personnel in ICT shows a consistent good score in all factors. With a total weighted average score of 4.55 (Outstanding), the study indicates their regular utilization of ICT, efficiency and productivity. They also have very satisfactory ICT knowledge and resource access. The findings indicate that ICT integration greatly improves the quality of the product and overall effectiveness of the operation within the school environment.

Table 2.7 Summary Table for Job Performance of Non-Teaching Personnel

Indicator	**Grand Weighted Mean**	**Verbal Interpretation**
1. Frequent ICT use	4.67	Outstanding
2. Level of ICT Skills or Competency	4.28	Very Satisfactory
3. Accessibility to ICT Resources	4.29	Very Satisfactory
4. Quality of Work Output	4.61	Outstanding
5. Efficiency	4.74	Outstanding
6. Work Productivity	4.72	Outstanding
Overall Weighted Mean & Verbal Interpretation	**4.55**	**OUTSTANDING**

Extent of the Problems Encountered in the Use of Information and Communication Technology

The magnitude of the problems experienced in the use of ICT is an indication of the problems that non-teaching personnel encounter in executing their duties. The problems can be in the form of internet connectivity, software usage and financial constraints. It is important to assess the magnitude of the problems to improve the efficiency of operations within the schools.

Problems Encountered in Terms of Internet Connectivity

The problems faced by non-teaching personnel regarding internet access suggest that the problem is prevalent, considering the grand weighted mean score of 3.89. Out of the various criteria evaluated, one of the most significant concerns is the internet disruptions that result in delays in task completion with a weighted mean of 4.05.

Indeed, this result is consistent with findings presented by Buhari and Athithan (2024) when they stated that lack of reliable internet connection was one of the biggest hindrances to using ICT effectively. According to them, there were various reasons why connectivity problems could impact organizational performance negatively as it would lead to inefficiencies in carrying out tasks and reducing the efficiency of ICT implementation. Moreover, Buhari and Athithan added that having access to an uninterrupted internet connection was necessary for achieving high levels of efficiency as it enabled staff members to fully utilize ICTs.

Table 3.1 Problems Encountered in Terms of Internet Connectivity

Indicator	5 VHE	4 HE	3 ME	2 LE	1 VLE	Weighted Mean	Verbal Interpretation
1. Slow or unstable internet connection affects my work/studies.	21	21	12	5	1	3.93	High Extent
2. Internet interruptions cause delays in accomplishing tasks.	24	20	12	3	1	4.05	High Extent
3. Limited access to Wi-Fi or broadband hinders productivity.	22	18	13	3	4	3.85	High Extent
4. High internet costs limit the usage of online tools or resources.	16	22	14	5	3	3.72	High Extent
Grand Weighted Mean						**3.89**	**HIGH EXTENT**

Legend: 4.51 - 5.00 -Very High Extent, 3.51 - 4.50 -High Extent, 2.51 - 3.50 -Moderate Extent, 1.51 - 2.50 -Low Extent, 1.00 - 1.50 -Very Low Extent

Problems Encountered in Terms of Software Utilization

Problems with the software utilization of non-teaching personnel reveal that there is a high level of these problems as revealed in the grand weighted mean of 3.76. Looking at the indicators, the most prevalent problem is software incompatibility with devices which are characterized by a weighted mean of 4.00. Non-teaching personnel often encounter this issue when there are some problems with the functioning of applications from different devices or platforms. It hinders the smooth execution of tasks and limits the potential of ICT resources. In summary, the findings point to the fact that software related problems impact the performance of non-teaching personnel to a large extent.

These results support the arguments put forward by Marsh et al. (2021) who indicated that software compatibility and usability are two important considerations which affect the use of ICT as well as its success within an organization. As revealed by their research findings, employees face several problems when software used does not allow for easy integration into the system as well as when software is difficult to use. Consequently, Marsh et al. maintained the proper training of staff as well as investment in flexible software options is a key factor in overcoming these limitations.

Table 3.2 Problems Encountered in Terms of Software Utilization

Indicator	5 VHE	4 HE	3 ME	2 LE	1 VLE	Weighted Mean	Verbal Interpretation
1. Some software applications are difficult to use without proper training.	17	25	12	4	2	3.85	High Extent
2. Compatibility issues between software and devices cause problems.	21	22	14	2	1	4.00	High Extent
3. Technical problems (e.g., crashes, bugs) occur frequently.	12	18	17	11	2	3.45	Moderate Extent

4. Limited knowledge or skills in using software reduces efficiency.	14	24	16	4	2	3.73	High Extent
Grand Weighted Mean						**3.76**	**HIGH EXTENT**

Legend: 4.51 - 5.00 -Very High Extent, 3.51 - 4.50 -High Extent, 2.51 - 3.50 -Moderate Extent, 1.51 - 2.50 -Low Extent, 1.00 - 1.50 -Very Low Extent

Problems Encountered in Terms of Budget Limitations

Challenges related to budget constraints are highly felt by non-teaching personnel with a grand weighted mean of 3.76. Among the indicators, the issue of lack of funds for ICT training and development ranked first at 3.78, showing that personnel have difficulty developing professionally due to budget constraints. It is clear from above results that budget constraints have a great impact on non-teaching personnel in relation to ICT use. Budgetary challenges not only limit their access to computer hardware and software but also prevent them from acquiring additional knowledge and skills which could make better use of ICT in administrative activities.

This is supported by the findings of Jain et al. (2024) where they pointed out that finance continues to be among the greatest challenges facing effective ICT integration within educational institutions. This is because a lack pf sufficient financing leads to fewer chances of developing skills, inability to develop sustainable ICT projects and failure to invest in more recent technologies. Therefore, the level of challenges regarding finances as identified within this study supports the notion of Jain et al. regarding the importance of adequate finance for ICT integration.

Table 3.3 Problems Encountered in Terms of Budget Limitations

Indicator	**5 VHE**	**4 HE**	**3 ME**	**2 LE**	**1 VLE**	**Weighted Mean**	**Verbal Interpretation**
1. Insufficient funds restrict the purchase of necessary ICT equipment.	17	22	15	2	4	3.77	High Extent
2. Maintenance and repair costs of ICT tools are difficult to sustain.	14	22	21	0	3	3.73	High Extent
3. Budget constraints limit access to licensed software or subscriptions.	13	26	16	3	2	3.75	High Extent
4. Lack of financial support affects ICT training and development.	16	21	19	2	2	3.78	High Extent
Grand Weighted Mean						**3.76**	**HIGH EXTENT**

Legend: 4.51 - 5.00 -Very High Extent, 3.51 - 4.50 -High Extent, 2.51 - 3.50 -Moderate Extent, 1.51 - 2.50 -Low Extent, 1.00 - 1.50 -Very Low Extent

Problems Encountered in the Use of Information and Communication Technology

From the difficulties experienced in ICT utilization, there are great difficulties experienced by non-teaching personnel especially regarding matters related to internet connection, software usage and financial constraints. With the average weighted mean score of 3.80 (High Extent), it can be concluded that the above-mentioned difficulties greatly influenced their effectiveness in conducting their work.

Table 3.4 Summary Table of Problems Encountered in the Use of Information and Communication Technology

Indicator	Grand Weighted Mean	Verbal Interpretation
1. Internet Connectivity	3.89	HIGH EXTENT
2. Software Utilization	3.76	HIGH EXTENT
3. Budget Limitations	3.76	HIGH EXTENT
Overall Weighted Mean & Verbal Interpretation	**3.80**	**HIGH EXTENT**

Relationship Between Profile of Respondents and Job Performance in the Use of ICT

With the growing trend towards the use of Information and Communication Technology (ICT) within the corporate world, there is a need for an analysis of the effects of the demographic composition of workers on their performance. This research seeks to establish the link between the demographic factors of the respondents which include age, gender, marital status, education, designation and duration of using computers and the performance measures such as ICT usage frequency, ICT competence, availability of ICT, work quality, efficiency and productibility.

With proper statistical techniques like Spearman Rho Correlation and Cramer's V of Independence, the results indicated that there is no significant relationship between majority of the demographic factors and ICT-based performance since the values of correlation are significant. It should be noted that even though there is no significant impact on performance due to the demographic factors, it cannot be said that some of the factors such as civil status, education and computer experience will have no influence on ICT-based performance since they might affect employees' performance significantly in using technology.

This finding is consistent with the results by Jiang, Siponen and Tsohou (2023) where they claim that demographic factors are not sufficient indicators in predicting the success of ICT adoption and performance. As per findings, although some demographic variables like age and gender could have a role to play in determining whether one encounters technology they cannot be used for assessing ICT competence or productivity of people in the long run. Rather, there are other variables like experience, education and organizational support which have significant impact on how people use technology to increase efficiency.

Table 4. Relationship Between Profile of Respondents and Job Performance in the Use of ICT

Demographic Profile	Statistical Treatment	Frequent Use of ICT	Level of ICT Skills	Accessibility to ICT Resources	Quality of Work Output	Efficiency	Work Productivity
AGE	Spearman Rho Correlation	0.671^{ns}	0.779^{ns}	0.618^{ns}	0.451^{ns}	0.663^{ns}	0.806^{ns}
SEX	Cramer's V	0.468^{ns}	0.772^{ns}	0.165^{ns}	0.407^{ns}	0.428^{ns}	0.121^{ns}

CIVIL STATUS	Cramer's V Independence	0.850^{ns}	0.351^{ns}	0.316^{ns}	0.448^{ns}	0.001^{s}	0.711^{ns}
EDUCATIONAL ATTAINMENT POSITION	Spearman Rho Correlation	0.651^{ns}	0.084^{ns}	0.217^{ns}	0.048^{s}	0.154^{ns}	0.333^{ns}
	Spearman Rho Correlation	0.726^{ns}	0.290^{ns}	0.566^{ns}	0.983^{ns}	0.757^{ns}	0.529^{ns}
LENGTH OF TIME USING COMPUTERS	Spearman Rho Correlation	0.135^{ns}	0.048^{s}	0.280^{ns}	0.308^{ns}	0.469^{ns}	0.104^{ns}

Relationship Between Job Performance and Extent of Problems Encountered

The correlation between job performance and the challenges faced shows that although there is outstanding job performance among the non-teaching personnel (Mean=4.55), there were many difficulties faced by the respondents which are quite high (Mean=3.80). From the obtained Spearman's Rho Correlation value of 0.085, we can say that the relationship between these two variables is positive but weak with a p-value of 0.520^{ns}. Consequently, we fail to reject the null hypothesis (H_0). This implies that the problems faced by the employees, including difficulties with the internet connection of lack of funds, have no significant effect on their job performance.

The extremely weak positive correlation implies that despite the existence of some challenges, personnel will be able to deliver high levels of productivity, efficiency and quality of work performance because of employing ICT tools effectively. The ability of personnel to continue performing exceptionally in the face of challenges can be attributed to the fact that there is resilience and adaptability on the part of personnel together with the availability of appropriate ICT support from the institution.

These findings are consistent with those by Ithy (2025) where he highlighted the importance of organizational resilience and adaptability in dealing with the challenges presented. From the discussion, employees who have been provided with ICT support will be able to deliver high level performance even in the face of challenges because of organizational resilience and adaptability.

Table 5: Relationship Between Job Performance and Extent of Problems Encountered

Variables	Mean	Spearman's Rho	p-value	Interpretation	Decision
Job Performance	4.55 (Outstanding)	0.085	0.520^{ns}	Positive Very Weak Relationship	Do not reject H_o
Problems Encountered	3.80 (High Extent)				

Significant Difference in the Job Performance of Non-Teaching Personnel in Using Information and Communication Technologies When Grouped According to Profile

It is observed that there exists no relationship between most demographic variables such as age, gender, marital status and duration of computer usage and ICT usage, skills and productivity. Yet, educational level becomes a very influential variable, as its positive correlation with ICT usage and the quality of work becomes evident. One's position also proves to be important, especially when it comes to the availability of ICT and the quality of produced work. It can be concluded that while increasing the skills of ICT among all population sectors is important, one may take advantage of the influence of certain variables and enhance the results.

Table 6: Significant Difference in the Job Performance of Non-Teaching Personnel in Using Information and Communication Technologies When Grouped According to Profile

Demographic Profile	Statistical Treatment	Frequent Use of ICT	Level of ICT Skills	Accessibility to ICT Resources	Quality of Work Output	Efficiency	Work Productivity
AGE	One-Way ANOVA	0.126^{ns}	0.108^{ns}	0.207^{ns}	0.354^{ns}	0.473^{ns}	0.465^{ns}
SEX	Independent Samples T-test	0.802^{ns}	0.786^{ns}	0.505^{ns}	0.861^{ns}	0.688^{ns}	0.481^{ns}
CIVIL STATUS	One-Way ANOVA	0.835^{ns}	0.629^{ns}	0.858^{ns}	0.542^{ns}	0.869^{ns}	0.583^{ns}
EDUCATIONAL ATTAINMENT	One-Way ANOVA	0.048^{s}	0.217^{ns}	0.109^{ns}	0.127^{ns}	0.003^{s}	0.009^{s}
POSITION	One-Way ANOVA	0.109^{ns}	0.424^{ns}	0.022^{s}	0.015^{s}	0.290^{ns}	0.264^{ns}
LENGTH OF TIME USING COMPUTERS	One-Way ANOVA	0.206^{ns}	0.061^{ns}	0.277^{ns}	0.725^{ns}	0.520^{ns}	0.288^{ns}

Conclusion

This research has found out that non-teaching personnel forms part of an excellent workforce characterized by high female ratio, educated individuals and people employed in clerical/administrative occupations who are mostly middle-aged and have been working in ICT for quite some time now. The performance of non-teaching personnel in using ICT has been found excellent in terms of ICT use frequency, efficiency, quality of work done and productivity. On the contrary, the ICT skills and availability of resources for the same have been found highly satisfactory but not excellent, meaning that there are improvements that need to be made.

Nevertheless, problems are faced with most, especially in terms of internet connection, software use and budget constraints. This points to the requirement for better infrastructure, training and funding to continue

improving the performance enabled by ICT.

On the analysis of the correlation between job performance and the demographic profile of employees, it was found that most variables did not affect performance positively. This means that there are no variations among the performance enabled by ICT according to one's age, gender, civil status, education, rank and computer usage experience. There were two notable cases, computer usage time was highly correlated with ICT competence, educational background influenced the quality of the output and civil status influenced efficiency.

Conclusively, the study highlights that non-teaching personnel are quite competent at making use of ICT to execute their functions efficiently, but more resources must be provided to help them overcome current difficulties and maintain their excellent performances.

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