PUBLIC SCHOOLS PERSONNELS' MOTIVATION AND COMPETENCE AND THEIR PERFORMANCE

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Abstract

This study sought to assess the relationship between public school personnel's motivation and competence and their performance. Particularly, it aimed determine the level of the level of the public school personnel's performance; the level of the public school personnel's motivation in performing their tasks in terms of intrinsic and extrinsic motivation; the level of the public school personnel's competence in performing their tasks in terms of technical, communication, organizational, problem-solving, teamwork, and professionalism; and find out the significant relationship between public school personnel's level of motivation and competence and their performance. This study utilized a descriptive-correlational research design and employed mean, standard deviation, and Pearson's correlation for its statistical analysis. A total of sixty-nine non-teaching personnel from all the schools in the division of Valencia City were included. To collect the relevant data to answer the problem statement of the study, the researcher developed a motivation and competence assessment survey questionnaire and utilized their latest performance rating. Results revealed that performance of the public-school personnel was generally "outstanding." They have a very high level of intrinsic and extrinsic motivation and also showed very high level of competence. More importantly, the study has shown a positive association between motivation and the performance of public-school personnel. Moreover, the relationship between public school personnel's level of competence and their performance have shown a strong positive association. It is important to note that schools can continue to nurture internal motivation by providing opportunities for personnel to engage in meaningful tasks and roles that align with their values and passions. To support ongoing growth and high performance, regular training programs may be implemented to enhance skills and build competence. Additionally, encouraging personnel to reflect on their performance and identify areas for improvement can further strengthen their professional development. Emphasizing the importance of ethics, confidentiality, and respectful behavior remains essential, and school leaders play a crucial role in ensuring that staff clearly understand performance expectations and how their individual contributions support the school's overall success.

Keywords: *motivation, competence, intrinsic motivation, extrinsic motivation, and public-school personnel's' performance*

Introduction

When organizational dynamics are constantly changing, the performance of its employees dramatically affects the efficacy and efficiency of public service delivery in a government organization (Nugraha & Kharismasyah, 2024). However, non-teaching personnel's top-quality performance can be challenging to maintain in different situations, like promptly complying with many school reports set on the same deadlines and consequently doing overtime work.

Successful public education depends on the school offices running well. The quality of school office staff members significantly impacts operational efficiency in critical administrative duties. Their efforts ensure that daily tasks are carried out correctly, impacting student growth and the overall quality of education. As the performance of its employees impacts the entire company's profitability, every corporation seeks to look for effective human resource management (Siahaan et al., 2023).

Public companies typically leverage their personnel to deliver public services and accomplish development goals; hence, employee performance is a serious concern (Nugraha & Kharismasyah, 2024). In this study, the researcher will investigate the complex interactions between performance, competence, and motivation among public school employees from the viewpoint of the school office. Staff performance and organizational success in educational contexts require knowledge of these people's primary motivations and a competency evaluation.

People are motivated to start and finish activities to achieve goals by internal and external forces. As it promotes productive performance, employee motivation at work is a crucial driver for a company's success, claims the study (Vo et al., 2022). The success of an institution heavily depends on its personnel. When employees are unmotivated, even intelligent ones perform below average. Employers prefer fully motivated employees to only those who show up for work. These drivers give staff members in school offices a solid instrument to handle everything from administrative tasks to student data. They also improve job satisfaction and let employees make significant contributions to the learning goal, improving the educational system's efficiency.

Employment competencies are the exact abilities a person needs to accomplish their work well. Among these are the technical, behavioral, and cognitive abilities required to perform a specific task remarkably well (Fermin, 2023). Educational administrators give chances for suitable training and development to advance company goals by pointing out areas that require improvement. This process guarantees growth and adaptation to the educational system's always-changing demands and challenges.

For these reasons, this research was conducted. It sought to determine the relationship between public school personnel's motivation and competence and their performance to provide an idea of how motivated and competent the personnel in public school offices are and suggest areas of improvement for the educational system's overall success.

Research Questions

This study sought to assess the relationship between public school personnel's motivation and competence and their performance. Mainly, this study aimed to answer the following questions:

1. What is the level of the public-school personnel's performance?
2. What is the level of the public-school personnel's motivation in performing their tasks in terms of intrinsic and extrinsic motivation?
3. What is the level of the public-school personnel's competence in performing their tasks in terms of technical skills, communication skills, organizational skills, problem-solving skills, teamwork, and professionalism?
4. Is there a significant relationship between public school personnel's level of motivation and their performance?
5. Is there a significant relationship between public school personnel's level of competence and their performance?

Methodology

Research Design

This study utilized a descriptive-correlational research design. The collection and description of information characterize the descriptive-correlational research design without altering the environment. It entails a single interaction with groups of individuals, the collection, analysis, classification, and tabulation of data, and the interpretation of this data. Additionally, it intends to identify correlations between variables and facilitate the prognosis of future events based on current knowledge. The researcher will collect data in this study using a survey questionnaire to assess the work motivation and competence of school office personnel, as well as their most recent Individual Performance Commitment Review (IPCR) Rating. The data will be described and analyzed using descriptive and linear correlation to determine the relationship between public school personnel's motivation and competence in their performance.

Respondents

This study's respondents were all the non-teaching (School-based) office personnel of the Department of Education-Division of Valencia City. Specifically, the following table enumerates all the deployed non-teaching office personnel in every school.

Table 1. *Number of non-teaching office personnel in every school in the Department of Education Division of Valencia City*

School/Office	Number Of Non-Teaching Personnel
Bagontaas CS	3
Guinuyoran CS	3
Laligan CS	3
Lilingayon CS	3
Mailag CS	1
Sinayawan CS	1
Valencia City CS	4
Concepcion ES	1
Dabongdabong ES	3
Liloan ES	1
Lurugan ES	1
Tongantongan ES	1
Banlag IS	2
Barobo IS	1
Batangan IS	3
Buco-Sinait IS	1
Dagatkidavao IS	4
Kilangi IS	1
Lourdes IS	1
Lumbayao IS	1
Lumbo IS	3
Pinatilan IS	3
San Carlos IS	1
San Isidro IS	1
Sugod IS	1
Vintar IS	3
Catumbalon NHS	2

Concepcion NHS	1
Guinuyoran NHS	1
Lilingayon NHS	1
Lurugan NHS	3
Tongantongan NHS	3
Valencia NHS	7
TOTAL	69

Procedure

Before gathering data for this study, the researcher developed a motivation and competence assessment survey questionnaire. The questionnaire will undergo pilot testing with a small group of school office personnel to test its reliability.

The researcher sent a request letter to ask for approval from the relevant offices, such as the office of the school division Superintendent, the school district Supervisor, and the school principals of the schools included within the identified district, for the launch and retrieval of data and to guarantee that the research complies with ethical standards regarding participant consent, confidentiality, and data handling procedures.

Upon approval, the researcher administered the standardized survey questionnaire electronically (via email or online platforms) or in person during designated times. Subsequently, the researcher recorded and organized the retrieved questionnaire into tabular form and subjected it to statistical analysis. It was then discussed, analyzed, and interpreted.

Data Analysis

The researcher used the following statistical techniques to answer each problem statement.

First, Frequency, percentage, mean, and standard deviation were used to determine the performance level of public-school personnel.

Second, Mean and standard deviation were used to measure the level of motivation and competence of public-school personnel.

Third, the Pearson correlation was used to identify the relationship between public school personnel's motivation, competence, and performance.

Ethical Considerations

In this study, the researcher clearly explained the study's purpose, procedures, risks, and benefits and provided written consent forms that outlined their rights, including the right to withdraw from the study at any time without penalty to the respondents. The researcher guaranteed the safeguarding of the respondents' confidentiality by using codes or identifiers rather than names in data collection and reporting, and only the researcher has access to identifiable information. Furthermore, the researcher ensured honesty and accuracy in reporting research findings, including acknowledging limitations and uncertainties. The researcher also offers respondents the opportunity to receive a summary of research findings if they wish to know the study's outcomes.

Results and Discussion

This section presents and discusses the results, analysis, and interpretation of the study's data, which answer the problem statements stated. It also translates the necessary knowledge and understanding to convey conclusions and recommendations.

The Level of Performance of Non-Teaching Personnel in Public Schools.

Table 1 summarizes the performance levels of public-school personnel, including the qualitative performance description, numerical score ranges corresponding to each performance category, and frequency count and percentage of personnel falling within each category.

As shown in Table 1 below, most personnel (49 out of 69, or 71.01%) fall into the "Outstanding" performance category, indicating that most public-school personnel perform very well. A smaller group (20 out of 69, or 28.99%) falls into the "Very Satisfactory" category, which indicates a solid level of performance but is not as exceptional as the "Outstanding" group.

Table 1. *Public Schools Personnel's Level of Performance*

Description	Score Range	Frequency Count	Percent
Outstanding	4.500 – 5.000	49	71.01
Very Satisfactory	3.500 – 4.499	20	28.99
Satisfactory	2.500 – 3.499	0	
Unsatisfactory	1.500 – 2.499	0	
Poor	Below 1.500	0	
Outstanding	Mean = 4.59	SD = 0.27	

Legend: 4.500–5.000 – Outstanding; 3.500–4.499 – Very Satisfactory; 2.500–3.499 – Satisfactory; 1.500–2.499 – Unsatisfactory; Below 1.500 – Poor

Notably, there are no personnel in the "Satisfactory," "Unsatisfactory," or "Poor" categories. This absence suggests that no performance

levels are considered merely adequate or subpar, which could indicate a well-trained and highly motivated workforce. The mean score of 4.59, closer to the upper end of the "Outstanding" range, reinforces the finding that most personnel perform at a high level. At the same time, the standard deviation of 0.27 is relatively low, indicating that the scores are tightly clustered around the mean and suggest consistency in the performance levels across the personnel, with slight variation.

The data reflects a high level of performance among public school personnel. The fact that 71.01% of personnel are classified as "Outstanding" is a strong indicator of an exceptionally performing workforce. The absence of personnel in the "Satisfactory," "Unsatisfactory," and "Poor" categories suggests that the majority of staff meet or exceed expectations.

This outcome is consistent with the findings of Mercado (2023), which show that non-teaching professionals in the Department of Education continue to demonstrate strong work ethics in their roles and that employees with highly high individual work characteristics typically perform better at their respective institutions.

The Level of the Public Schools Personnel's Motivation in Performing their Tasks in terms of Intrinsic Motivation and Extrinsic Motivation

Intrinsic Motivation

Table 2 presents the intrinsic motivation levels of public-school personnel based on four specific indicators. For each indicator, the table provides the mean score, standard deviation (SD), descriptive rating, and the corresponding level of motivation.

Table 2. *Public Schools Personnel's Level of Intrinsic Motivation*

Indicator	Mean	SD	Descriptive Rating	Level of Motivation
I enjoy helping students, parents, and staff with their needs.	4.64	0.51	Always	Very High
I find satisfaction in contributing to the smooth operation of the school office.	4.57	0.56	Always	Very High
I feel a sense of pride in organizing and managing office tasks efficiently.	4.46	0.53	Always	Very High
I find my job fulfilling and rewarding.	4.46	0.61	Always	Very High
Overall Mean	4.53	0.47	Always	Very High

Legend: 5 (4.20–5.00) – Always: Very high level of motivation; 4 (3.40–4.19) – Often: High level of motivation; 3 (2.60–3.39) – Sometimes: Moderate level of motivation; 2 (1.80–2.59) – Rarely: Low level of motivation; 1 (1.00–1.79) – Never: Very low level of motivation.

As presented in Table 2, each of the four indicators has a mean score above 4.40, indicating a high level of intrinsic motivation. The means range from 4.46 to 4.64, with the highest mean being for the statement, "I enjoy helping students, parents, and staff with their needs" (4.64). This suggests that the public-school personnel are highly motivated in their roles, especially in assisting others and contributing to the school's overall functioning. For all indicators, the descriptive rating is "Always," which signifies that the personnel consistently exhibit intrinsic motivation in these areas. The level of motivation is consistently rated as "Very High" across all indicators. This indicates that intrinsic motivation is central to the public-school personnel's job satisfaction and engagement. The overall mean score of 4.53 is the average of all four indicators and confirms the "Very High" motivation level. This is a strong indicator that the public-school personnel, as a group, have a deep sense of purpose and satisfaction in their work, and they are intrinsically motivated by the tasks and responsibilities they undertake.

The data shows that public school staff members are naturally motivated. With a mean score of 4.64, the indicator with the highest mean shows that helping others is a leading source of intrinsic motivation, which fits the main objective of public education. High degrees of motivation are also demonstrated by pleasure in assisting the school in the office, running well, and managing office chores. This implies that the staff members are satisfied with their organizational and managerial duties and their interpersonal ones—serving others. The efficiency and efficacy of school operations depend on such drive since it probably helps to create a well-run, orderly classroom.

Similar research by Honig (2021) reveals that behaviors that support employees' sense of autonomy, competency, and relatedness are linked to relatively more significant degrees of intrinsic motivation across a broad spectrum of situations. This is true on the individual and agency levels and when looking at agency changes across time. Differential selection in and out of the agency is partially responsible for these trends; lower supportive practices are linked to more willingness to leave for employees with higher degrees of intrinsic motivation.

Extrinsic Motivation

Table 3 outlines the level of extrinsic motivation among public school personnel based on four specific indicators. These indicators assess how motivated the personnel are by external rewards or recognition in their roles. For each indicator, the table provides the mean score, standard deviation (SD), descriptive rating, and level of motivation.

As shown in Table 3, the overall mean score for all four indicators is 4.34, which falls within the "Always" category on the motivation scale, indicating a very high level of extrinsic motivation. This suggests that public school personnel are significantly motivated by

external factors like recognition, rewards, and the successful functioning of the school.

Table 3. *Public Schools Personnel's Level of Extrinsic Motivation*

Indicator	Mean	SD	Descriptive Rating	Level of Motivation
I find satisfaction in contributing to the smooth operation of the school office.	4.46	0.58	Always	Very High
I enjoy helping students, parents, and staff with their needs.	4.43	0.50	Always	Very High
I feel a sense of pride in organizing and managing office tasks efficiently.	4.26	0.59	Always	Very High
I find my job fulfilling and rewarding.	4.19	0.60	Often	High
Overall Mean	4.34	0.43	Always	Very High

Legend: 5 (4.20–5.00) – Always: Very high level of motivation; 4 (3.40–4.19) – Often: High level of motivation; 3 (2.60–3.39) – Sometimes: Moderate level of motivation; 2 (1.80–2.59) – Rarely: Low level of motivation; 1 (1.00–1.79) – Never: Very low level of motivation.

"Contributing to the smooth operation of the school office" has the highest mean score of 4.46. This suggests that personnel find external rewards or recognition for contributing to school operations particularly motivating. "Helping students, parents, and staff with their needs" follows closely with a mean score of 4.43, indicating that personnel also derive significant motivation from external recognition for their assistance and service to others. "Organizing and managing office tasks efficiently" has a mean of 4.26, still within the "Always" range, and shows a very high level of motivation for efficiently executing office duties. "Finding my job fulfilling and rewarding" has the lowest mean of 4.19, which, while still in the "Often" range, is slightly lower than the other indicators. This suggests that while personnel find fulfillment in their work, they may only sometimes derive external rewards or recognition for this aspect as much as other tasks.

The data indicates that public school personnel are highly motivated by external factors, such as recognition, rewards, and the acknowledgment of their contributions to the school's success. The consistently high mean scores in all areas suggest that personnel are driven to perform well when external rewards or recognition are involved. This is typical of extrinsically motivated individuals who thrive on positive reinforcement and feedback.

This outcome supports Pellikaan's (2021) assertion that, under some circumstances, extrinsic motivators can significantly increase production, but only when employed sparingly. For seasonal demand or a strict deadline, a corporation might, for instance, use overtime pay. Reward and recognition programs lower attrition and enhance customer service, among other good business results.

Level of the Public Schools Personnel's Competence in Performing their Tasks in terms of Technical Skills, Communication Skills, Organizational Skills, Problem-Solving Skills, Teamwork, and Professionalism

Technical Skills

Table 4 displays the level of competence in technical skills among public school personnel. The table evaluates their proficiency with specific office-related tools and software essential to their roles. For each indicator, the table provides the mean score, standard deviation (SD), descriptive rating, and level of competence.

As displayed in Table 4 below, the mean scores for all three indicators fall between 4.20 and 4.39, categorized as "Highly Skilled" on the scale. These scores indicate that public school personnel are competent in using the relevant office tools and software necessary for their roles. These scores suggest that most personnel are well-equipped with the technical skills to perform their job functions efficiently.

Table 4. *Public Schools Personnel's Level of Competence in Terms of Technical Skills*

Indicator	Mean	SD	Descriptive Rating	Level of Motivation
I am comfortable using office equipment such as printers, scanners, and copiers.	4.39	0.52	Highly Skilled	Very Competent
I am proficient in using Microsoft Office Suite (Word et al.).	4.29	0.46	Highly Skilled	Very Competent
I have experience with other relevant office software or tools necessary for my job.	4.23	0.46	Highly Skilled	Very Competent
Overall Mean	4.30	0.41	Highly Skilled	Very Competent

Legend: 5 (4.20–5.00) – Highly Skilled: Very Competent; 4 (3.40–4.19) – Skilled: Competent; 3 (2.60–3.39) – Moderately Skilled: Moderately Competent; 2 (1.80–2.59) – Less Skilled: Incompetent; 1 (1.00–1.79) – Not Skilled: Very Incompetent.

The highest mean score is for the statement, "I am comfortable using office equipment such as printers, scanners, and copiers" (4.39), which suggests that personnel are highly skilled at using basic office equipment, which is essential for day-to-day operations. The second highest mean score (4.29) comes from the statement, "I am proficient in using Microsoft Office Suite (Word et al.)." This indicates that the personnel are highly skilled in the core software tools for administrative tasks, communication, and data management. The mean score for the statement, "I have experience with other relevant office software or tools necessary for my job role," is slightly

lower at 4.23, but it still falls in the "Highly Skilled" category. This suggests that personnel are well-versed in using additional tools beyond the essential office suite, which is vital for specialized tasks and roles within the school setting.

The data demonstrates that public school personnel possess high competence in using essential office tools and software. The "Highly Skilled" ratings for all three indicators indicate that personnel are very comfortable and proficient in handling the technical demands of their roles. This is critical for maintaining the smooth functioning of the school office, managing administrative tasks, and supporting the educational environment. Given the high level of competence in these technical areas, further professional development or training could focus on advanced skills or emerging technologies that may be useful in an evolving educational environment. For example, training in more specialized software, data management systems, or cloud-based tools could further enhance the staff's technical capabilities.

This result aligns with Rodriguez's study (2021). She reported that teachers and school officials evaluated themselves as reasonably competent in computer use, including Microsoft Office and other productivity applications, internet use, and data management. They were also highly competent in implementing ICTs in classrooms to provide an ICT learning environment. The standard deviation, however, reveals that the scores vary, especially for internet usage, data management, and ICT applications in classrooms.

Communication Skills

Table 5 evaluates public school personnel's communication skills based on three specific indicators: listening, verbal, and written. For each indicator, the table provides the mean score, standard deviation (SD), descriptive rating, and level of competence.

Table 5. *Public Schools Personnel's Level of Competence in Terms of Communication Skills*

Indicator	Mean	SD	Descriptive Rating	Level of Motivation
I listen actively and understand instructions from supervisors and colleagues.	4.58	0.53	Highly Skilled	Very Competent
I communicate effectively with colleagues, clients, and stakeholders.	4.55	0.53	Highly Skilled	Very Competent
I am confident in my ability to draft clear and professional emails, reports, and other documents.	4.45	0.50	Highly Skilled	Very Competent
Overall Mean	4.53	0.41	Highly Skilled	Very Competent

Legend: 5 (4.20–5.00) – Highly Skilled: Very Competent; 4 (3.40–4.19) – Skilled: Competent; 3 (2.60–3.39) – Moderately Skilled: Moderately Competent; 2 (1.80–2.59) – Less Skilled: Incompetent; 1 (1.00–1.79) – Not Skilled: Very Incompetent.

As presented in Table 5, the mean scores for all three indicators range between 4.45 and 4.58, indicating a high level of competence in communication skills. The descriptive rating for each indicator is "Highly Skilled," placing all aspects of communication well within the "Very Competent" range on the scale. This suggests that public school personnel are exceptionally skilled communicators, whether listening actively, interacting with colleagues and clients, or producing professional written content. The highest mean score (4.58) is for the statement, "I listen actively and understand instructions from supervisors and colleagues." This indicates that personnel excel at listening and comprehending instructions, which is crucial for effective collaboration and accurate following of directions. The second-highest mean score (4.55) is for the statement, "I communicate effectively with colleagues, clients, and stakeholders." This suggests that personnel can convey their ideas and information clearly and professionally to others within and outside the school system.

These results mean that public school personnel demonstrate high verbal and written communication competence. The high mean scores across all three indicators suggest that communication is a vital skill set among staff, crucial for effective school administration and the overall functioning of the school environment.

Similarly, research indicates that people's level of satisfaction was greatly influenced by civil staff members' communication abilities during public service events. This result indicates that public service providers' capacity for communication is a crucial factor that public services must pay top attention to. Thus, to raise the competence of civil workers in the future, information on communication skills must be included in training tools (Rivai et al., 2022).

Organizational Skills

Table 6 evaluates public school personnel's organizational skills, focusing on their ability to pay attention to detail, prioritize tasks, and plan their work efficiently. For each of the three indicators, the table presents the mean score, standard deviation (SD), descriptive rating, and level of competence.

As indicated in Table 6, the mean scores for all three indicators fall between 4.45 and 4.70, categorized as "Highly Skilled" on the competence scale, indicating that public school personnel are very competent in organizational skills.

The overall mean score of 4.59 further emphasizes that organizational skills are vital to the personnel. The standard deviations for all indicators range from 0.42 to 0.53, indicating low response variability. This suggests that most respondents rate their organizational skills similarly, further highlighting the overall strength of organizational competence among the personnel.

Table 6. *Public Schools Personnel's Level of Competence in Terms of Organizational Skills*

Indicator	Mean	SD	Descriptive Rating	Level of Motivation
I pay attention to detail to ensure accuracy in my work.	4.70	0.46	Highly Skilled	Very Competent
I prioritize tasks effectively to meet deadlines.	4.64	0.51	Highly Skilled	Very Competent
I plan and organize my workday or workweek efficiently to maximize productivity.	4.45	0.53	Highly Skilled	Very Competent
Overall Mean	4.59	0.42	Highly Skilled	Very Competent

Legend: 5 (4.20–5.00) – Highly Skilled: Very Competent; 4 (3.40–4.19) – Skilled: Competent; 3 (2.60–3.39) – Moderately Skilled: Moderately Competent; 2 (1.80–2.59) – Less Skilled: Incompetent; 1 (1.00–1.79) – Not Skilled: Very Incompetent.

The data demonstrates that public school personnel are highly skilled in critical organizational areas such as attention to detail, task prioritization, and planning their work. All three indicators fall within the "Highly Skilled" range, indicating that personnel are exceptionally proficient at organizing their tasks and time to ensure efficient and accurate work performance. The low standard deviations suggest that the responses are consistent across the personnel, meaning that the organizational skills of most public-school personnel are uniformly strong. This consistency benefits the school's overall functioning, as staff members can rely on each other to manage their workloads and meet deadlines effectively.

However, lack of formal knowledge, constraint of resources, uncooperative workers, communication gap, lack of abilities in organizing the workplace and their work, and political affiliation are the issues that must be addressed to improve their effectiveness in their jobs (Inarda et al., 2019).

Problem-Solving Skills

Table 7 indicates public school personnel's problem-solving skills based on their ability to analyze problems, make decisions, and adjust to changes in work assignments or priorities. The table provides the mean score, standard deviation (SD), descriptive rating, and the level of competence for each indicator.

As indicated in Table 7, the mean scores for all three indicators range from 4.38 to 4.41, which places them in the "Highly Skilled" category. This indicates that public school personnel are competent in problem-solving skills, including analyzing issues, making informed decisions, and adapting to changing circumstances.

Table 7. *Public Schools Personnel's Level of Competence in Terms of Problem-Solving Skills*

Indicator	Mean	SD	Descriptive Rating	Level of Motivation
I am able to analyze problems and propose effective solutions.	4.41	0.49	Highly Skilled	Very Competent
I make decisions confidently based on available information and judgment.	4.41	0.49	Highly Skilled	Very Competent
I adapt well to changes in priorities or work assignments.	4.38	0.52	Highly Skilled	Very Competent
Overall Mean	4.40	0.43	Highly Skilled	Very Competent

Legend: 5 (4.20–5.00) – Highly Skilled: Very Competent; 4 (3.40–4.19) – Skilled: Competent; 3 (2.60–3.39) – Moderately Skilled: Moderately Competent; 2 (1.80–2.59) – Less Skilled: Incompetent; 1 (1.00–1.79) – Not Skilled: Very Incompetent.

The first indicator, "I am able to analyze problems and propose effective solutions," has a mean score of 4.41, showing that personnel are skilled at identifying problems and coming up with viable solutions. The second indicator, "I make decisions confidently based on available information and judgment," also has a mean score of 4.41, suggesting that personnel are equally confident in their decision-making ability. The third indicator, "I adapt well to changes in priorities or work assignments," has a slightly lower mean score of 4.38 but still falls within the "Highly Skilled" category. The standard deviations for all three indicators are relatively low, ranging from 0.49 to 0.52, suggesting a high degree of consistency in the responses.

The data indicates that public school personnel demonstrate high problem-solving competence in three critical areas: analyzing problems, making decisions, and adapting to change. Personnel's ability to effectively analyze problems and propose solutions is a vital skill, as it allows them to address issues that may arise in the school setting, such as handling student concerns, managing office operations, or responding to emergencies. Making confident decisions based on available information is another critical strength in ensuring smooth day-to-day operations and making decisions that impact the school's functioning, whether allocating resources or determining the best course of action in a given situation. Adaptability is crucial in a school environment, where priorities and tasks constantly evolve. The strong performance in this area indicates that public school personnel are flexible and capable of adjusting to changing demands, whether responding to shifting student needs, changes in administrative procedures, or unexpected challenges.

This is consistent with the Institute's (2021) statement stating that as a public servant, thinking creatively, making logical decisions, and developing sustainable solutions to different issues are unavoidable when limited. They must be ready to notice contradictions, balance pros and disadvantages, assess arguments, and filter pertinent ideas from pointless PR data. Making a good decision requires careful analysis before deciding what to do. Consult extensively. Therefore, public workers must have excellent analytical, critical

thinking, and problem-solving abilities. The choice should also be open and free from personal prejudice, self-interest, and illogical feelings.

Teamwork

Table 8 presents the public-school personnel's competence in terms of teamwork skills. The table evaluates their ability to build relationships, collaborate effectively with colleagues, and manage conflicts constructively. The data includes mean scores, standard deviations (SD), descriptive ratings, and the level of competence for each indicator.

Table 8. *Public Schools Personnel's Level of Competence in Terms of Teamwork*

Indicator	Mean	SD	Descriptive Rating	Level of Motivation
I build positive relationships and work well with colleagues and stakeholders.	4.43	0.53	Highly Skilled	Very Competent
I collaborate effectively with team members to achieve common goals.	4.39	0.49	Highly Skilled	Very Competent
I handle conflicts or disagreements within a team constructively.	4.30	0.55	Highly Skilled	Very Competent
Overall Mean	4.38	0.43	Highly Skilled	Very Competent

Legend: 5 (4.20–5.00) – Highly Skilled: Very Competent; 4 (3.40–4.19) – Skilled: Competent; 3 (2.60–3.39) – Moderately Skilled: Moderately Competent; 2 (1.80–2.59) – Less Skilled: Incompetent; 1 (1.00–1.79) – Not Skilled: Very Incompetent.

As presented in Table 8, all indicators related to teamwork demonstrate that public school personnel are very competent in critical aspects of teamwork. The mean scores range from 4.30 to 4.43, all falling within the "Highly Skilled" category, which indicates that personnel are proficient in building relationships, collaborating, and resolving conflicts. The statement "I build positive relationships and work well with colleagues and stakeholders" has the highest mean score of 4.43, showing that personnel are exceptionally skilled at forming and maintaining positive relationships, which is foundational for effective teamwork. The mean score for "I collaborate effectively with team members to achieve common goals" is 4.39, indicating that public school personnel are also highly effective at working together toward shared objectives. The statement "I handle conflicts or disagreements within a team constructively" has a mean score of 4.30, which is slightly lower than the other two indicators but still falls within the "Highly Skilled" category, suggesting that personnel are very capable of managing conflicts or disagreements in a way that does not disrupt team dynamics, a critical skill in any collaborative environment.

These results imply that public school personnel exhibit very high competence in key teamwork areas. Their ability to build relationships, collaborate effectively, and handle conflicts constructively is crucial for fostering a positive and productive work environment. The highest score for relationship-building indicates that personnel are exceptionally skilled at promoting positive interactions with colleagues and stakeholders. The high mean for collaboration shows that personnel are highly experienced at working together to achieve common goals. While slightly lower than the other indicators, the "handling conflicts constructively" score is still within the "Highly Skilled" range. Public school personnel are adept at managing interpersonal challenges and resolving conflicts to preserve team cohesion and morale.

Accordingly, one cannot underline the value of teamwork enough. Most occupations in the modern world need communication with others; thus, obtaining development and success depends on functioning well with every other employee. While working alone could provide control, it may also cause one to ignore inefficiencies. Participating in a team lets one share responsibilities, see each other's work, and be able to help improve performance as needed. Without managerial assistance, a team that operates effectively can self-monitor (BrightHR, 2023).

Professionalism

Table 9 assesses the professionalism of public-school personnel. It provides data on their ability to prioritize customer service (where applicable), maintain a professional demeanor, and adhere to ethical standards and confidentiality. It includes mean scores, standard deviations (SD), descriptive ratings, and the level of competence for each indicator.

As presented in Table 9, all three indicators related to professionalism show that public school personnel are highly competent in demonstrating professionalism in their roles. The mean scores range from 4.64 to 4.78, placing them in the "Highly Skilled". The highest mean score of 4.78 is for "I understand and prioritize excellent customer service (if applicable to your role)," which suggests that personnel are highly focused on providing excellent service to students, parents, and other stakeholders. The statement "I demonstrate a professional demeanor in my interactions with others" has a mean score of 4.65, indicating that public school personnel consistently maintain a professional attitude in their interactions with colleagues, students, and others. The mean score for "I adhere to ethical standards and maintain confidentiality in the workplace" is 4.64, indicating strong adherence to ethical principles and confidentiality.

The results imply that public school personnel demonstrate exceptionally high professionalism. Their competence in customer service, professional demeanor, and ethical conduct are critical in creating a positive, respectful, and efficient work environment. The highest score for customer service highlights that personnel prioritize providing high-quality service to students, parents, and other

stakeholders. The high mean for demonstrating a professional demeanor reflects the personnel's ability to interact respectfully and professionally. The decisive score for ethical standards indicates that public school personnel are committed to maintaining integrity and confidentiality.

Table 9. *Public Schools Personnel's Level of Competence in Terms of Professionalism*

Indicator	Mean	SD	Descriptive Rating	Level of Motivation
I understand and prioritize excellent customer service (if applicable to your role)	4.78	0.42	Highly Skilled	Very Competent
I demonstrate a professional demeanor in my interactions with others.	4.65	0.48	Highly Skilled	Very Competent
I adhere to ethical standards and maintain confidentiality in the workplace.	4.64	0.48	Highly Skilled	Very Competent
Overall Mean	4.69	0.40	Highly Skilled	Very Competent

Legend: 5 (4.20–5.00) – Highly Skilled: Very Competent; 4 (3.40–4.19) – Skilled: Competent; 3 (2.60–3.39) – Moderately Skilled: Moderately Competent; 2 (1.80–2.59) – Less Skilled: Incompetent; 1 (1.00–1.79) – Not Skilled: Very Incompetent.

The implications support the idea that non-teaching staff members should maintain and advance their professional knowledge through constant professional development. This can encompass opportunities for personal growth and lifelong learning in terms of careers (Rosal, 2024).

Correlation Analysis between public schools personnel's level of motivation and their performance

The Pearson Product-Moment Correlation was utilized to assess the relationship between public school personnel's level of motivation and their performance. Table 10 presents the results of a correlation analysis between public school personnel's level of motivation (intrinsic and extrinsic) and their performance. The table includes the correlation coefficient (r), p-value, and remarks regarding the significance of the correlation.

Table 10. *Correlation Analysis between public schools personnel's level of motivation and their performance*

Indicator	R	p-value	Remarks
Motivation	0.264	0.029	Significant
Intrinsic	0.202	0.096	Not significant
Extrinsic	0.248	0.040	Significant

Level of significance: α=0.05

As presented in Table 10, the overall correlation between motivation and performance is 0.264, with a p-value of 0.029. Since the p-value is less than the significance level of 0.05, this correlation is statistically significant. This indicates a positive, statistically significant relationship between the personnel's motivation and performance. In other words, as motivation increases, performance also tends to improve. The positive correlation (r = 0.264) suggests a moderate association between motivation and performance. While not a very strong relationship, it still indicates that motivation plays a role in influencing personnel performance.

The correlation between intrinsic motivation (internal, self-driven motivation) and performance is 0.202, with a p-value of 0.096. This result is not statistically significant since the p-value exceeds the significance threshold 0.05. This suggests that intrinsic motivation does not significantly impact personnel performance in this study. On the other hand, the correlation between extrinsic motivation (external factors like rewards, recognition, or incentives) and performance is 0.248, with a p-value of 0.040, which is statistically significant. This indicates a moderate positive relationship between extrinsic motivation and performance, suggesting that external rewards or incentives affect how well personnel perform.

These results agree with the Manzoor et al. (2021) study, revealing that employee motivation is a significant and positive mediator in the relationship between intrinsic rewards and performance. It is widely believed that employees exhibit superior performance when they are motivated. It implies that organizations that implement an effective reward management system will experience an increase in employee motivation and performance. Their employees will be demotivated, and their performance will also improve with a well-designed reward management system.

Correlation Analysis between public schools personnel's level of competence and their performance

Table 11 displays the correlation analysis between public school personnel's level of competence in different skill areas (technical skills, communication skills, organizational skills, problem-solving skills, teamwork, and professionalism) and their performance. The table includes the correlation coefficient (r), p-value, and remarks on the significance of each correlation.

As shown in Table 11, the overall competence of public-school personnel (encompassing technical, communication, organizational, problem-solving, teamwork, and professionalism skills) has a 0.440 correlation coefficient and a p-value of 0.000. Since the p-value is well below the significance level of 0.05, the relationship between overall competence and performance is statistically significant. The positive correlation implies that higher levels of competence across various skill areas are associated with better performance.

Table 11. *Correlation Analysis between public schools' personnel's level of competence and their performance*

Indicator	R	p-value	Remarks
Competence	0.440	0.000	Significant
Technical Skills	0.262	0.030	Significant
Communication Skills	0.305	0.011	Significant
Organizational Skills	0.305	0.011	Significant
Problem-Solving Skills	0.363	0.002	Significant
Teamwork	0.250	0.038	Significant
Professionalism	0.296	0.013	Significant

Level of significance: α=0.05

The r value of 0.440 suggests a moderate positive correlation, which means that the more competent public-school personnel are in their various skills, the better their performance tends to be.

Each specific competence area (technical skills, communication skills, organizational skills, problem-solving skills, teamwork, and professionalism) also shows significant positive correlations with performance: The correlation coefficient is 0.262 (p = 0.030), which is statistically significant. This indicates that higher competence in technical skills is positively associated with better performance. The correlation coefficient for communication skills is 0.305 (p = 0.011), which is also statistically significant. This suggests that personnel who have more robust communication skills perform better in their roles. Similarly, the correlation coefficient for organizational skills is 0.305 (p = 0.011), indicating that organizational competence is positively related to performance. Personnel who are better at planning, time management, and task prioritization will likely perform better. The correlation coefficient is 0.363 (p = 0.002), showing a statistically significant positive relationship between problem-solving skills and performance. This indicates that more competent individuals at solving problems tend to perform better. The correlation for teamwork is 0.250 (p = 0.038), which is statistically significant. This suggests that effective collaboration and teamwork skills positively influence performance. The correlation coefficient for professionalism is 0.296 (p = 0.013), indicating a significant positive relationship between professionalism and performance. Personnel who maintain a professional demeanor, adhere to ethical standards, and represent their roles with integrity tend to perform better.

The same results were also observed by Kolibáčová (2014), revealing that it is reasonable to infer that an employee's performance rate is 7 to 12.5% higher when their competency rate is one unit higher than that of another employee.

Conclusions

In correspondence with the analysis results in this study, the following conclusions have been made.

The general performance of the public-school personnel included in the study was outstanding. They were competent and exceptionally performing, and no personnel performed less than very satisfactorily.

The level of the public-school personnel's intrinsic motivation was very high. The personnel sense satisfaction and pride in helping others, contributing to the smooth operation of the school, and finding fulfillment in their roles. Such motivation is a vital asset for any organization, particularly in public education, where motivated office personnel are essential for creating a positive and effective learning environment for students. Moreover, public school personnel have a very high level of extrinsic motivation. They are highly motivated by external factors, such as recognition, rewards, and acknowledging their contributions to the school's success.

The public-school personnel were very competent in performing their tasks in terms of technical skills, communication skills, organizational skills, problem-solving skills, teamwork, and professionalism. The personnel were generally highly skilled in all the areas that measured competence.

The relationship between public school personnel's level of motivation and their performance has shown statistical significance. There is a positive association between motivation and the performance of public-school personnel. Extrinsic motivation and performance have a positive significant relationship. However, their intrinsic motivation and performance have no significant relationship.

The correlation between public school personnel's level of competence and their performance has also shown a positive association. There is a significant relationship between their level of competence and their performance. Technical skills, communication skills, organizational skills, problem-solving skills, teamwork, and professionalism were also significantly related to their performance.

Drawing on the findings, summary, and conclusions of the study, the researcher offers the following suggestions.

Schools may continue to foster this internal drive by offering opportunities for personnel to take on meaningful tasks and roles that align with their values and passions. This could include providing more professional development opportunities, promoting leadership roles, or facilitating peer mentoring, allowing personnel to feel more engaged and valued. Additionally, Schools may implement or expand recognition and reward systems, public acknowledgment at school events, or tangible rewards (e.g., bonuses, additional time off, or professional growth opportunities). Such initiatives can serve as a powerful motivator and help sustain high-performance levels.

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Regular training programs may be provided to develop competence and maintain high performance. These programs may cover teaching and administration's technical and practical aspects and the interpersonal and leadership skills essential for fostering a positive school culture. Teamwork is an area of strength and has a significant relationship with performance.

Personnel may be encouraged to reflect on their performance regularly and identify ways to improve. This may be supported by creating a culture of self-assessment, where employees are encouraged to set personal and professional goals, track their progress, and seek mentorship or coaching as needed. Performance feedback systems may be established or enhanced to sustain high-performance levels. Regular evaluations, peer reviews, and self-assessments help personnel identify areas needing work and honor their abilities.

Schools may continue emphasizing the importance of ethics, confidentiality, and respectful behavior. Regular discussions on professionalism, both in formal settings (staff meetings) and informal settings (mentorship programs), can reinforce the expectations and standards for conduct. Providing flexibility in schedules, offering wellness programs, and ensuring that personnel are not overwhelmed by workloads will help maintain morale, reduce burnout, and ultimately improve professional behavior and performance.

The school heads and other administrators may ensure that personnel understand what is expected of them regarding performance and how their competencies contribute to the school's overall success. This clarity will allow personnel to align their personal goals with organizational objectives. In line with motivating personnel, schools may develop and implement more structured systems to measure performance across the competencies identified in this study.

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