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The Competency Training Program of BATELEC I: Basis for Continuous Enhancement

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Abstract - Competency training is a behavior or learning outcomes needed to accomplish a specific goal. It plays an important role in the practice of human resource development, especially linking the individual organization to its organizational strategies. This research study aimed to determine the required training needs for the competency program of BATELEC I employees. Specifically, it will describe the demographic profile of BATELEC I employees in terms of their position level, number of years in their position, educational attainment, length of service, age, competency training attained; the personnel who will recommend for the required training programs; the personnel who will identify the proper training needs of BATELEC I employees; to determine the competency training compliance of BATELEC I to the NEA computerization program standard; to assess the training needs of BATELEC I employees and lastly, to test the difference between the respondent's demographic profile and the compliance to NEA's competency training program. Descriptive method was used to determine the training needs for competency program enhancement of BATELEC I employees. Findings showed that majority of the respondents were on their prime years, rank and file employees relatively, were perceived to be skilled workers with bachelor's degree. This supports that the competency compliance of BATELEC I requires a highly trained and highly educated organization. Generally, employees had respectively perceived that Office section should recommend the required training needs and the HR Section should identify proper training needs of BATELEC I employees. On the other hand, computerization standard was generally assessed as merely complied, however, still possible to be improved. Further, generalized skills training program should be identified differently from specialized skills training program, as the latter requires an advance or at least an extensive degree of learning level.

Keywords – Training Program, BATELEC 1, Human Resource

I. INTRODUCTION

Most organization applied competency training as a form of reward package particularly to employee's promotion. However, they should consider training as a way to create intellectual capital. As specified under the work analysis of Lima and Rowe, (2009) competency trainings are behavior or learning outcomes needed to accomplish a specific goal, and that the availability for new learning opportunities and the proper selection of trainings could be an effective means for motivating workforce.

Relatively, gathered from the record of Human Resource Section of BATELEC I, from last year 57 attended trainings and seminars, 35 percent of these were accounted for Technical sessions, 22 percent for Financial/Audit sessions, 18 percent for Institutional sessions and the remaining 14 percent for Corporate Planning sessions. With the training and seminar imbalances from BATELEC I organization is definitely not an issue in the past years and should be a normal case for consideration. However, with the entry of the restructured power industry, it is an issue to respond in the demand required by competencies in relation to the proper selection of competency training needs that would likewise match the job application requirement granted to those in Distribution Utilities.

With the introduction of Electric Power Industry Reform Act (EPIRA LAW), fast-changing electric market structures more particular to the operational undertakings on generation, transmission and distribution of electricity, with its required and related compliance effect to legislation procedures and

provisions for the technology and work application, concerns the quality of human resource's training program of BATELEC I which is deemed proper to be regularly upgraded in order to be more flexible, responsive and highly compliant to the would be technical and legal requirements set by the power reform. At the end, it should always be the sole responsibility of the organization to respond to such challenges and opportunities by equipping the workforce with the best available and required knowledge and skills intended for the practice of electricity.

Further, to stay consistent with the Electric Cooperative's mandate, mission and vision relevant to the practice of power distribution, along with the study, it is deemed proper for BATELEC I organization to create relevant plans, program and procedures that would enhance the existing competency training program in order to produce highly equip, motivated, safe and more responsive workforce competently enough to challenge different opportunities and threats brought about by the restructured power industry.

It is in this context that the researcher intends to work for this topic in order to provide BATELEC I organization an ideal add-on inputs imperative for the enhancement of the existing program design for the competency training of BATELEC I. Further, it is also an anticipation that through this research work, Human Resource Section could be able to come-up for setting up of a new goal intended for the identification of specific training courses that would match and optimize the job knowledge and work application at each position level.

II. OBJECTIVES OF THE STUDY

This study determined the required training needs for the competency program of BATELEC I employees. Specifically, it described the demographic profile of BATELEC I employees in terms of their position level, number of years in their position, educational attainment, length of service, age, competency training attained; the personnel who will recommend for the required training programs; the personnel who will identify the proper training needs of BATELEC I employees; to determine the competency training compliance of BATELEC I to the NEA computerization program standard; to assess the training needs of BATELEC I employees and lastly, to test the difference between the respondent's demographic profile and the compliance to NEA's competency training program.

Ho: There is no significant difference on the perceived level of compliance to NEA's competency training program when grouped according to profile variables.

III. METHODS

Research Design

The researcher used the descriptive method to determine the training needs for competency program enhancement of BATELEC I employees and further, to establish the difference between the employees and the result of the intended competency training program, BATELEC I should provide. Descriptive research is a method of research employed to describe the data and the characteristics used in the population. The purpose of using this method is to acquire accurate and factual systematic data that can provide an actual picture of set intended for the review of the study.

Respondents

Respondents of this study were BATELEC I regular employees all reporting to Main Office. A total of 132 employees were taken out from the 198 totality of regular employees using Slovene's formula, utilizing the 5 percent margin of error to determine the number of samples needed for the conduct of the study.

Instrument

The competency training program instrument was taken from the standards of the National Electrification Administration (NEA) in as far as the need of BATELEC I and their employee is concerned. Part 1 is the demographic profile of BATELEC I employees including the competency training provided by the HR Section of BATELEC I. Part 2 is the BATELEC I compliance to the National Electrification Administration (NEA) on Information and Communication Technology plan, Local Area Network, Internet Connectivity and Web Site. Part 3 is the training needs assessment of the employees and the training program considered input in their growth and development.

Procedure

A letter of request addressed to the Project Supervisor of BATELEC I had formally been submitted for the appropriate approval, informing about the researcher's intention for the conduct of employees survey relevant to the analysis of the existing competency training program of BATELEC I, being the topic of the research.

The manner of distribution had been coordinated, scheduled and provided to the regular employees assigned at the main Office. A total number of 132 questionnaires from the identified population sampling have been retrieved immediately after the distribution process.

Data Analysis

Data were gathered, tallied, encoded and interpreted using descriptive statistics as weighted mean and ranking, frequency distribution and inferential statistics using the Analysis of Variance (ANOVA). Gathered data are likewise supported by PASW version 18 to further analyze the results.

Weighted mean and ranking were used to assess the required training needs of BATELEC I employees at each given level conditions. Frequency distribution and percentage were likewise used to aid the demographic description of respondents in terms of the following conditions: position level, number of years in the position, educational attainment, length of service, age, competency trainings, Office section/personnel to recommend the required training/seminar/workshop and lastly, office section/personnel to identify the training needs. Further, Analysis of Variance was also utilized to test the difference for the responses on the level of compliance when grouped according to the profile variables.

This scale was used to interpret the result of the data gathered: 3.50-4.00 Highly Complied (HC)/ Very Much Needed (VMN)/Strongly Agree (SA); 2.50-3.39: Complied (C)/Needed (N)/Moderately Agree (MA); 1.50-2.49: Less Complied (LC)/Less Needed(LN)/Agree (A); 1.00-1.49: Not Complied (NC)/Not Needed (NN)/ /Disagree (D).

IV. RESULTS AND DISCUSSION

Table 1 presents the demographic profile of the respondents. In terms of position level, a total of 101 respondents equivalent to 76.50 percent were from the rank and file level and the remaining were the 31 respondent which is equivalent to 23.50 percent belonged to managerial staff level. Considering that the majority of the created positions together with the required number of workers were from the rank and file level, generalized and basic skills competency trainings are more likely to be offered, limiting the number of employees to be selected for the training attendance that requires an advanced or extensive degree of learning level.

Table 1. Percentage Distribution of the Socio-Demographic Profile of BATELEC I Employees

Socio-Demographic Profile	f	%
Position Level		
Management Staff Level	31	23.50
Rank and File	101	76.50
Number of Years in Your Position		
25-30 years	1	0.80
19-24 years	6	4.50
13-18 years	19	14.40
12-7 years	17	12.90
6 years and below	89	67.40
Educational Attainment		
Bachelors Degree	70	53.00
High School Graduate	26	19.70
Vocational Course	34	25.80
MBA Degree	2	1.50
Length of Service in BATELEC I		
21 to 30 years	35	26.50
11 to 20 years	45	34.10
10 years and below	52	39.40
Age		
20-29	24	18.20
30-39	50	37.90
40-49	40	30.30
50-59	18	13.60
Competency Training Attained		
Civil Service Eligibility	8	6.06
Board Licensure Exam	17	12.89
Specialized Training	78	59.09
Technical Assignment	27	20.45
Masteral/Doctoral Degree	2	1.51
Personnel Who will recommend the required training programs?		
Individual Employee	4	3.00
Human Resource Section	6	4.50
Office Section	98	74.20
Department	24	18.20
Who will identify the proper training needs?		
Human Resources Section	115	87.10
Department	11	8.30
Individual Employee	2	1.50
Office Section	4	3.00

In terms of years in the position, a total number of 89 respondents or 67.40 percent were from the bracket of 6 years and below while only 1 respondent, equivalent 0.80 percent belonged to the 25-30 years bracket. This supports that there is a need for

BATELEC I organization for the continuity and enhancement of training programs in order to develop new skills, fresh knowledge and potential leaders.

With regards to educational attainment, a total of 70 respondents, equivalent to 53 percent were all degree holders, while 2 of the respondents equivalent to 1.50 percent both acquired the masters Degree. It shows that the level of BATELEC I's competency compliance requires a highly educated organization.

As to the length in service, a total of 52 respondents which is equivalent to 39.40 percent belonged to the bracket of 10 years and below in the service, while a total of 35 respondents or 26.50 percent belonged to the bracket of 21 to 30 years in service. This supports that HR Section should set a goal for the identification of specific training courses intended for the new comers, the in between workers and the older workers in order to respectively attain, sustain and implement the job maturity to its work place.

Focusing on age, a total of 50 respondents or 37.90 percent belonged to bracket 30-39 years old, while a total of 18 respondents equivalent to 13.60 percent belonged to the bracket of 50-59 years old. It supports that majority of the respondents were mature enough to evaluate the BATELEC I competency skills training program. Relatively, investment including the degree of skills advancement under the age factor should be carefully selected/evaluated in order to provide specific training courses at each given age level.

Relevant to competency training, a total of 78 respondents, 59.09 percent were with specialized trainings while 2 of the respondents or equivalent to 1.51percent were both with Masters/Doctorate Degree. It therefore supports that BATELEC I organization requires a highly trained front line workers.

With regards to who will recommend the required seminar/training/workshop, a total of 98 respondents or 74.20 percent indicates that the Office section should recommend the required training needs, while a total of 4 respondents, equivalent to 3 percent indicates that individual employee should recommend the required trainings.

The researcher believes that it should be the Office Section that has to recommend for the required trainings considering that supervisors are the on-line decision makers, most capable of understanding its section's work concepts and has the accountability to the senior level managers in case of work failures.

For the identification of the training needs a total of 115 respondents or 87. 10 percent believes that it should be the HR Section that has to identify the required training needs, while 2 respondents; equivalent to 1.50 percent believes that it should be the individual employee that should identify the proper training needs.

Based on the opinion of the researcher, as a form part of manpower planning, training evaluation process it should be a prerequisite for the identification process of specific training courses. Further on this, referring from the output responses of the respondents, it supports that training identification should be the sole function of the HR Section of BATELEC I.

Table 2. Competency Training Compliance to National Electrification Administration (NEA) Computerization Program Standard

Indicators	WM	VI	Rank
A. Information and Communication Technology Plan			
1. With approved BOD ICT plan	4.00	HC	2.5
B. Local Area Network (LAN) Connectivity			
1. With Local Area Network (LAN)	4.00	HC	2.5
2. With LAN Policy	4.00	HC	2.5
3. With Virtual Private Network	3.70	HC	8
4. With Back –Up Storage System	3.77	HC	7
5. With a Disaster Recovery Plan	3.64	HC	9
C. Internet Connectivity			
1. With existing internet connection	4.00	HC	2.5
2. With Back-up internet connection	1.00	NC	10.5
3. With an Official Electronic Mail System	3.79	HC	6
4. With Voice Internet Protocol System (VIPS)	1.00	NC	10.5
D. Web Site			
1. With Company Web Site	3.28	HC	5
Composite Mean	**3.34**	**C**	

Referring to the statistical result on Table 2, BATELEC I had complied with competency training compliance set by NEA with regards to the computerization program standard acquiring the composite mean of 3.34. Remarkably, items under the following conditions as follows: the Information and Communication Technology Plan (ICT), Local Area Network (LAN), The Web Site and two sub items from Internet Connectivity (IC) particularly the existing Internet Connection and the Official Electronic Mail System have been with a verbal interpretation as highly compliant.

Data management migration from old system to a more advanced data base management application under the restructured and fast changing power industry condition is very much inevitable and increasingly becoming the primary concern among the distribution utilities. For the moment, striving to maintain for the highly compliancy computerization for the aforementioned standards, BATELEC I is again underway for its supplemental plan for the technical consultation with other network providers.

On the other hand, as presented from the result, item under the Internet Connectivity particularly on the following conditions: the Back-Up Internet Connection and the Voice Internet Protocol System both respectively acquired the lowest rank of 10.5 and weighted mean value at 1.00 which further with a verbal interpretation as not complied.

In as much as BATELEC I intends to further extends an add-on value services to its stakeholders, there are some positive concerns BATELEC I management is considering. First, internet connectivity systems application and reliability must conform to the standard locally set by BATELEC I, and so far, there is only one service provider that can comply with the said requirements for the application of Internet Connection. Second, considering that BATELEC I has already being charged and in subscription with the internet connection, management has to incur an additional expense for the back-up system with the same service provider in as much as our office is still looking forward for another service provider assuming the existing service of the existing one has encountered systems problem. The back-up redundancy system should be invested under the capability of other internet service provider.

With the absence of service line equipment from the proponent of the service provider, this limits BATELEC I from the utilization of the Voice Internet Protocol System (VIPS), as line design and service equipment for the said activity would cost too much on the part of the Telecom service provider. However, these aforementioned items for the time being are out from the primary concern of BATELEC I operation.

Complex network design according to Abrar and Pervaiz, (2008) can become a limit to scale the network because scalability is allowed for growth in a network. But growth can be difficult to achieve without the network design. Further, redesigning the network may be required to change the devices. These devices maybe important and costly. The Internet Service Provider may

not be able to afford these devices at a given time as well as technical staffs are required.

Table 3. Training Needs Assessment

Indicators	WM	VI	Rank
1. Advanced Lineman's Training Course	2.71	MN	6
2. Engineering Software Analysis Training Course	2.53	MN	9
3. Office and Field Safety Seminar	3.74	VMN	1
4. Technical Writing Seminar	3.02	MN	4
5. Finance Management Training Course	2.68	MN	7
6. Taxation and Auditing Structural Analysis Training Course	2.59	MN MN	8
7. Advanced IT Networking Course	2.44	LN	10
8. Spot Market Analysis Training Course	2.83	MN	5
9. Demand Side Management	3.56	VMN	2
10. Cooperative Management Course	3.08	MN	3
Composite Mean	**2.92**	**MN**	

Referring to the statistical result on Table 3, BATELEC I training needs assessment is interpreted as much needed with a composite mean of 2.92. Remarkably, training needs assessment both intended for the Office and Field Safety and for the Demand Side Management Seminars respectively acquired the first and second rank with a verbal interpretation of very much needed.

From the analysis of the researcher, both seminars intended for the Office and Field Safety and for the Demand Side Management respectively acquiring the weighted mean of 3.17 and 3.56 are both considered as generalized training, in which every employee of BATELEC I has to attend considering the said training on safety, concerns the general safety of the employees, equipment and its clients, likewise, the Demand Side Management concerns how employees would apply the productive use of electricity under their proponent being employed at BATELEC I.

On the other hand, trainings for the Advanced IT Networking and for the Engineering Software Analysis courses acquiring the two of the lowest weighted mean value of 2.44 and 2. 53 respectively, is interpreted as less needed for the needs assessment of BATELEC I.

As analyzed by the researcher, both the Advance IT Networking and the Engineering Software Analysis

Courses under this condition can be both categorized as a specialized training wherein it could be selectively or limitedly been offered to employees with technical assignment related to or at least very much inclined with the attained educational degree. Never the less, said trainings are still imperative to be offered as the needs for the computerization and technical compliance would arise.

Yang, (2010) indicates on his research work, that trainings are held for different purposes, some are organized to help new employees and some are for improving the employees' professional skills.

Table 4. Training and Supervision

Training and Supervision	WM	VI	Rank
1. Supervisor encourage the employee to share what the employee have been learned in their training.	1.96	D	8.5
2. Supervisor supports the use of technologies learned in that training those employees brings back to their job.	1.96	D	8.5
3. Supervisor helps employee set realistic goals for performing their work as a result of their training.	1.77	D	3
4. Supervisor assigns an experienced employee to help others coming back after getting training as needed back on the job.	1.83	D	7
5. Supervisor eases the pressure of work for a short time so employees have a chance to practice new skills that are taught in training.	2.03	D	10
6. Supervisor makes sure employees have the opportunity to use their training immediately.	1.79	D	4.5
7. Colleagues support the use of learning on the job.	1.80	D	6
8. Equipment is similar to that, found on the job.	1.70	D	1
9. Job aids are available on the job to support what employees learned in training.	1.71	D	2
10. BATELEC I Links training to its organizational planning and strategy.	1.79	D	4.5
Composite Mean	**1.83**	**D**	

Table 4 shows the BATELEC I's Training and Supervision which is interpreted as complied with a composite mean of 1.83. Further, aforementioned items under this table were all interpreted as Disagree.

With the advent of the fast changing technologies with its tools application, staff training and supervision is imperative to be discussed considering that majority of superiors in BATELEC I had recently been or barely been in their position being newly promoted and some were engaged in the transfer of position. Ranked at no. 1, with a weighted mean at 1.70, for the training and supervision, it is imperative for the practice of electricity that equipment is similar to that found on the job. However, the respondents generally dis agreed at the given condition as the utilization of at least equivalent materials is like wise acceptable as long as it conforms with the safety and standard specifications. As specified under the Philippine Electrical Code, for specific items of equipment and materials, examinations for safety made under the standard condition will provide a basis for the approval where the record is made generally available through promulgation by the organization's properly equipped and qualified for experimental testing, inspections of the run of goods and service-value determination through inspection (IIEE, 2009).

On the other hand, ranked at no. 10 and with the weighted mean of 2.03. for training and supervision, the respondents generally disagreed on the existing condition of BATELEC I that supervisors makes an effort to ease the pressure of work for a short time so employees have a chance to practice new skills that are taught in training, this could be true in as much it is likewise revealed from the condition on ranked 8.5 in which the respondents have generally disagreed that supervisor supports the use of technologies learned in that training those employees bring back to their job. Contrary to the aforementioned conditions, in most industries, supervisors are the on-line-decision makers; they are usually the most interested and willing, as well as the most capable of understanding the technical concepts of work. It is important to consider broader training for technical personnel even across discipline (Promotion of Energy Efficiency and Conservation, 2009). Training Development in terms of Program and Trainer was less than the level of employees' satisfaction with regard to nature and essential but greater than to level of employees' satisfaction regarding to facility and evaluation (Quizon, 2014).

Generally with a verbal interpretation as disagree, it can be associated that highly educated and trained employee sometimes tends to behave in different manner having with a superiority complex as if he knows something that others don't.

Table 5. BATELEC I Training Program

Training Program	f	%
Communication Skills Training	78	59.10
Technical Skills Training	69	52.30
Leadership Skills Training	60	45.50
Behavioral Training Skills	40	30.30
Team Building Training	38	28.80
Supervisory Skills Training	37	28.00
Technical Writing Skills	27	20.50
Managerial Skills Training	18	13.60
Division Skills Training	14	10.60
Software Training	14	10.60

Referring to the statistical result from Table 5, the researcher intends to project two different distinctions among the aforementioned skills training program in the manner that they have been arranged from highest to lowest.

Items 1 to 5 show output percentage. Closeness, would manifest that said skills are generalized trainings in which every employee in BATELEC I could opt to attend. It is likewise presumed that aforementioned skills training under this concern does not necessarily require an extensive or an advanced degree of learning levels Nevertheless, skills training is still foreseen as beneficial for the developmental growth of the employees for the next four years.

On the other hand, items 6 to 10 which likewise show output percentage. Closeness would manifest that said skills are specialized trainings limitedly and selectively been offered to personnel with higher positions or to employees with specialized technical assignments as the level of skills training often requires an advance or an extensive degree of learning. Nevertheless, skill training still foreseen as beneficial for the developmental growth of BATELEC I employees in the next four years.

As mentioned by Yang, (2010) through his research, training is deferred by dividing groups. One is the top management group, the second group is the supervisory management and the third group is the front line employees who participate in the operations, providing services.

Based from the result on Table 6, the following condition on Skills Training for the Division Chief and

the Managerial level, both acquiring p-values at 0.000 and likewise to the Team Building and Behavioral Trainings, respectively acquiring the 0.007 and 0.016 p-values, supports that there is a significant difference when the respondents were grouped according to position level.

Table 6. Difference of Responses on the Level of Compliance When Respondents Were Grouped According to Position Level

Training Program	F_c	p-value
Communication Skills Training	0.93	0.337
Technical Writing Skills Training	0.03	0.864
Supervisory Skills Training	2.863	0.093
Division Chief Skills Training	44.657	0.000*
Managerial Skills Training	25.474	0.000*
Technical Skills Training	1.136	0.289
Leadership Skills Training	1.433	0.233
Software Training	0.222	0.638
Team Building Training	7.519	0.007*
Behavioral Training	5.983	0.016*

*Legend: *Significant at p-value < 0.05*

Relatively, this shows that there is a significant difference that exists which further implies that the perception varies on the above mentioned training programs.

As referred to the statistical analysis for the training skills intended both for the Managerial and Division levels and likewise to both Team Building and Behavioral Trainings of BATELEC I, would generally shows that there is no need to offer the aforementioned Trainings under the existing condition of BATELEC I Training Program. This could be true in as much as these trainings could be selectively or limitedly been offered as the need would arise.

On the other hand, as projected under the statistical analysis all skills training that had acquired the p-value of 0.05 and above shows no significant difference when the respondents were grouped together according to position level. Relatively, this shows that there is no significant difference exists which further implies that skills training perception do not vary, Remarkably, two of the skills training, the Technical Writing and the Software skills training respectively acquiring the highest p-values at 0.864 and 0.638 is foreseen as the most beneficial training for the developmental growth of BATELEC I employees within the next four years in

terms of the current position being occupied as the demand to operate and compete under the deregulated power market industry requires a periodical and a reportorial submission of requirements to NEA and ERC preferably through technical writing, further on this, required undertakings for the said reportorial requirements are more likely in programmed design which will be communicated through electronic details as an immediate data submission support.

Accounted from the research work of Miller and Osinki (2014), indicates that the result of training needs assessment allows the training Manager to set the training objectives by answering two basic questions: Who if anyone, needs training and what training is needed (ispi.org/pdf, retrieved on February, 2014).

Based on the findings, there is a significant difference that exists on the perceived level of compliance to NEA's competency training program when grouped according to the variable profiles.

Table 7. Difference of Responses on the Level of Compliance When Respondents Were Grouped According to the Number of Years in the Position

Training Program	F_c	p-value
Communication Skills Training	0.654	0.625
Technical Writing Skills Training	0.757	0.555
Supervisory Skills Training	0.424	0.791
Division Chief Skills Training	1.1	0.36
Managerial Skills Training	0.575	0.681
Technical Skills Training	0.969	0.427
Leadership Skills Training	0.802	0.526
Software Training	3.378	0.012*
Team Building Training	0.407	0.803*
Behavioral Training	1.84	0.125*

*Legend: *Significant at p-value < 0.05*

Based from the result on Table 7, skills training on Software Training program, which had acquired the lowest p-value at 0.012, supports that there is a significant difference when respondents were grouped according to the number of years in the position. Relatively, this shows that there is a significant difference that exists which further implies that the perception varies on the abovementioned training program.

Basically, the result can be viewed in a manner that BATELEC I is an Electric Utility which caters communal services more on electrification program such as power line construction and maintenance, billing and collection among others. In relevance to the aforementioned short courses for this skills training, BATELEC I is limiting its training investment only to

employees detailed in Management Information System personnel, an Office Section assigned to handle such information relating to Computer Software System Programming.

On the other hand, as projected under the statistical analysis, two of the most training skills that acquired the first and second highest p- values namely: Team Building and Supervisory training skills, respectively at 0.803 and 0.791 p-values shows that there is no significant difference when the respondents were grouped together according the number of years in the position, relatively shows that there is no significant difference that exist which further implies that the perception do not vary on the abovementioned training programs and that it is foreseen that these two skills training is deemed beneficial for the developmental growth of individual employees in as much as these short seminars/workshops needs to be reinforced with supervision to ensure that said training that had been given is fully absorbed by the personnel (Promotion of Energy Efficiency and Conservation, 2009).

Table 8. Difference of Responses on the Level of Compliance When Respondents Were Grouped According to Educational Attainment

Training Program	F_c	p-value
Communication Skills Training	1.644	0.183
Technical Writing Skills Training	0.379	0.768
Supervisory Skills Training	0.464	0.708
Division Chief Skills Training	3.154	0.027*
Managerial Skills Training	5.849	0.001*
Technical Skills Training	4.475	0.005*
Leadership Skills Training	1.247	0.296
Software Training	0.747	0.526
Team Building Training	1.223	0.304
Behavioral Training	3.17	0.027*

*Legend: *Significant at p-value < 0.05*

Based from the result on Table 8, skills training for Technical Writing, acquiring the highest p-value at 0.768, supports that there is a no significant difference when the respondents were grouped according to educational attainment. Relatively, this shows that there is no significant difference that exists which further implies that the perception do not vary on the above mentioned training program.

In most instances in BATELEC I, in the event wherein untoward incidents occurred, whether the

employee belonged to managerial or in the rank and file level, involved employee will be compelled to do a documented report by way of formal writing, preferably in technical form. Definitely, above mentioned skills training would be most beneficial to BATELEC I employees' growth development within the next four years in terms to the educational attainment.

Even though engineers are technical people, that doesn't necessarily mean they are good technical writers. "Technical Writing involves two key factors" indicates Atul Mathur, a professional engineer and technical copy writer in Singapore. First is the ability to understand technical language and second, is being able to express that knowledge in a clear, concise and in coherent manner (Crawford, 2012). In this case, the researcher perceives that BATELEC I employees with less educational attainment are likely the interested group of attending the specialized training courses because they have the most to gain.

On the other hand, considering that Managerial Skills Training had acquired the lowest p-value at 0.001, supports that there is a significant difference when the respondents were grouped according to educational attainment. Relatively, this shows that there is a significant difference that exists which further implies that the perception varies on the abovementioned training programs.

Table 9. Difference of Responses on the Level of Compliance When Respondents Were Grouped According to Length of Service

Training Program	F_c	p-value
Communication Skills Training	4.174	0.018*
Technical Writing Skills Training	2.858	0.061
Supervisory Skills Training	1.611	0.204
Division Chief Skills Training	0.481	0.619
Managerial Skills Training	1.749	0.178
Technical Skills Training	1.384	0.254
Leadership Skills Training	1.907	0.153
Software Training	1.043	0.355
Team Building Training	6.822	0.002*
Behavioral Training	1.147	0.321

*Legend: *Significant at p-value < 0.05*

Based from the result on Table 9, skills training for the Division Chief Training program, remarkably acquiring the highest p-value at 0.619 among other mentioned training programs supports that there is a no significant difference when the respondents were grouped according to the length of service in BATELEC I. Relatively, this shows that there is no significant difference that exists which further implies that the perception do not vary on the above mentioned training program.

Effective and motivated workers as years of fruitful experience passed by, accomplishment and excellence in service that have been contributed to the organization should be given a fair chance of redeeming themselves by way of giving just promotions. Supervisory Leveled employees in BATELEC I is truly running after for the Division Chief levels. While on the other hand, rank and file employees are also hoping that Supervisory Level position they are after too may be vacated once promotion take place.

On the other hand, considering that both the Communication and Team Building skills training program have both acquired the lowest p-values at 0.018 and 0. 002 respectively, supports that there is a significant difference when the respondents were grouped according to the length of service in BATELEC I. Relatively, this shows that there is a significant difference that exists which further implies that the perception varies on the above mentioned training programs.

Communication skill training program is the most neglected and forgotten training program in BATELEC I. This could be the primary reason why some of its front line workers like linemen and meter reader – collector knows well what they are doing but can not express well what they are doing. It is clearly expressed from the work analysis of Steckler, (2012) that specialized communication skills training programs are needed to help front line workers to break bad news (uknowledge.uky.edu.).

As years of experience from work passed by, employees are likewise maturing, by that time, team building training skills should already been installed to everyone's personality, as projected in the statistical analysis, would somehow not a contributory factor to be considered for the developmental growth of BATELEC I employees in the coming years. However, said trainings can be opted for offering either selectively or limitedly as the need would arise, yet according to the researched opinion of Chynthia A. Pitche, both new comers and old workers within the organization should receive some form of a designed trainings (University of Pretoria, 2012).

Table 10. Difference of Responses on the Level of Compliance When Respondents Were Grouped According to Age

Training Program	F_c	p-value
Communication Skills Training	1.955	0.124
Technical Writing Skills Training	2.842	0.04*
Supervisory Skills Training	3.117	0.029*
Division Chief Skills Training	1.464	0.228
Managerial Skills Training	0.386	0.763
Technical Skills Training	2.843	0.04*
Leadership Skills Training	1.171	0.324
Software Training	0.991	0.399
Team Building Training	4.598	0.004*
Behavioral Training	1.498	0.218

*Legend: *Significant at p-value < 0.05*

Table 10 shows the skills training for the Managerial Training program, acquiring the highest p-value at 0.763 among other mentioned training programs, supports that there is no significant difference when the respondents were grouped according to age. Relatively, this shows that there is no significant difference that exists which further implies that the perception do not vary on the abovementioned training program.

On the other hand, considering that skills training intended for the Team Building, Supervisory, Technical Writing and Technical Skill trainings have respectively acquired the lowest p-values at 0.004, 0.029, 0.04 and 0.04, supports that there is a significant difference when the respondents were grouped according to age. Relatively, this shows that there is a significant difference that exists which further implies that the perception varies on the abovementioned training programs.

In most cases, older employees with higher positions tend to strive more looking for promotion. On the other hand, older employees occupying the lower positions seemingly have lost their interest for the skills training. As indicated in the research work of Sweeney and Martindale, shows that age is negatively correlated with training effectiveness and that older employees take longer to master training content while also taking longer to perform the task they are being trained to do so. Additionally, older worker tend to report more doubt in their ability to learn and view training as a less helpful for their career (www.memphis.edu, Retrieved Feb. 15, 2014).This could provide an assessment why training effectiveness in BATELEC I decreases as employee age.

Table 11. Difference of Responses on the Level of Compliance When Respondents Were Grouped According to Competency Training Attained

Training Program	F_c	p-value
Communication Skills Training	1.584	0.183
Technical Writing Skills Training	2.45	0.049*
Supervisory Skills Training	0.51	0.728
Division Chief Skills Training	1.637	0.169
Managerial Skills Training	13.977	0.0*
Technical Skills Training	0.902	0.465
Leadership Skills Training	0.643	0.633
Software Training	0.048	0.996
Team Building Training	0.454	0.77
Behavioral Training	2.509	0.045*

*Legend: *Significant at p-value < 0.05*

Table 11 shows the skills training for Software Training program which had acquired the highest p-value at 0.996 among other mentioned training programs, supports that there is no significant difference when the respondents were grouped according to competency training. Relatively, this shows that there is no significant difference that exists which further implies that the perception do not vary on the abovementioned training program.

On the other hand, skills training for the Managerial Training program which had acquired the lowest p-value at 0, supports that there is a significant difference when the respondents were grouped according to competency training. Relatively, this shows that there is a significant difference that exists which further implies that the perception varies on the abovementioned training program. It further supports that this training would be immaterial for the developmental growth of employees in the next four years in terms of competency training as it is being encourage to all electric cooperatives that aspiring managers should have to acquire first the masters degree to be able to be qualified for the managerial position.

With the advent of fast-changing business condition brought about by the restructured power industry, specialized training skills relevant to Software Management Program is currently and selectively been offered to qualified, competent and highly educated employees of BATELEC I, just to make sure that said

competency training program in return would likewise ensure that BATELEC I organization would regularly be in compliance with the requirements set by the energy regulatory bodies. In some instances, should employee have the appropriate competency, it would be easy for the manager to select the right personnel for the job. In recent years, an increase in certification and Board Licensure requirements has removed some of the judgment for personnel selection decision (University of Pretoria, 2012). Further on this, it is foreseen that Skills training for the Software Management would be most beneficial to BATELEC I employees' growth development within the next four years in terms to the competency training.

Table 12. Difference of Responses on the Level of Compliance When Respondents Were Grouped According to Personnel Who Will Recommend the Required Training Programs

Training Program	F_c	p-value
Communication Skills Training	1.489	0.221
Technical Writing Skills Training	3.218	0.025*
Supervisory Skills Training	0.205	0.893
Division Chief Skills Training	0.265	0.851
Managerial Skills Training	1.429	0.237
Technical Skills Training	1.125	0.342
Leadership Skills Training	0.031	0.992
Software Training	2.618	0.054
Team Building Training	0.862	0.463
Behavioral Training	0.699	0.554

*Legend: *Significant at p-value < 0.05*

Based on the result on Table 12, skills training for Leadership and Supervisory training, both acquired the highest p-values at 0.992 and 0.893 respectively, supports that there is a no significant difference when the respondents were grouped according to the personnel to recommend the required seminar/training/workshop. Relatively, this shows that there is no significant difference that exists which further implies that the perception do not vary on the abovementioned training programs.

On the other hand, skills training for the Technical Writing Skills Training which had acquired the lowest p-value at 0. 025, supports that there is a significant difference when the respondents grouped according to the personnel to recommend the required seminar/training/workshop. Relatively, this shows that there is a significant difference that exists which further implies that the perception varies on the abovementioned training program.

Technical writing skills can better be recommended by HR section based on the job necessity and job qualification requirement. This kind of trainings can however be selectively or limitedly been offered as the needs would arise.

It is an increasing clamor among BATELEC I office personnel, particularly from the group of rank and file that Section Heads should be the right personnel to recommend for the needed seminar/training/workshop intended to be applied to its workplace considering that they are the one that closely monitors the work activities of their subordinates. However, at the end, it should always be the sole responsibility of BATELEC I management to equip its workforce with the best available and required knowledge and skills intended for the practice of electricity. According to Noe, (2010), training is a planned effort by a company to facilitate the employees learning on the job related competencies. These knowledge are skills or behaviors that are critical for the successful job performance.

Further, for this condition, it implies that Leadership and supervisory skills training are the baseline trainings that should be recommended by the section Heads in order to generate mutual respect and further, to implement good supervision around the group.

Table 13. Difference of Responses on the Level of Compliance When Respondents Were Grouped According To Personnel Who Will Identify the Training Needs

Training Program	F_c	p-value
Communication Skills Training	1.656	0.18
Technical Writing Skills Training	2.27	0.084
Supervisory Skills Training	0.779	0.508
Division Chief Skills Training	0.451	0.717
Managerial Skills Training	2.025	0.114
Technical Skills Training	0.32	0.811
Leadership Skills Training	1.851	0.141
Software Training	1.257	0.292
Team Building Training	1.771	0.156
Behavioral Training	0.541	0.655

*Legend: *Significant at p-value < 0.05*

Based from the result on Table 13, it shows that all of the aforementioned training programs show that there is no significant difference that have been

transpired when the respondents were grouped according to the office personnel to identify the required training needs. Relatively, this shows that there is no significant difference that exists which further implies that the perception do not vary on the abovementioned training programs.

Another interesting clamor from BATELEC employees is, who is the right office personnel to identify the seminar/training/workshop needs. As a result from this research, HR Section is the office personnel that should identify the specific training needs for the employees of BATELEC I organization upon the recommendation of its Section Heads, and currently not the existing or the natural process in BATELEC I. Never the less, continuing competency training program should always be one of the significant programs HR Section should be considered, as Chih (2010), mentioned through his research that a good HR practitioner should require competency that would meet the organizational training needs.

However, respectively acquiring the highest p-values, it is distinctive that training programs for Technical skills, Division Chief, Behavioral and for the Supervisory training skills supports that HR Section should provide said skills training selectively to the following conditions: First, Behavioral and Technical skills training should be provided to new comers in order to immediately build the correct attitude towards work, anticipating build ups of both the inferiority and the superiority complex through its workforce, likewise to equip BATELEC I employee with the proper knowledge and skills needed for accomplishing the assigned job. Second, Supervisory and Division Chief Skills Training should be provided to the personnel holding these positions in order to generate further competency and respect from its subordinates and more so, to execute an effective decision making.

On the other hand, referring to the Leadership Skills training, although acquiring the lowest p value at 0.141 but still decided as accepted to the perception of the respondents is deemed proper to be offered for training by BATELEC I HR Section as this aforementioned training skills have likewise something to do on building up respect and team work.

V. CONCLUSIONS AND RECOMMENDATIONS

Majority of the respondents were on their prime years, rank and file employees relatively, were perceived to be skilled workers with bachelor's degree. This supports that the competency compliance of BATELEC I requires a highly trained and highly

educated organization. BATELEC I employees had generally perceived that Office section should recommend for the required training programs. BATELEC I employees had generally perceived that HR Section should identify the proper training needs of BATELEC I employees. Computerization program standard of BATELEC I was generally assessed as merely complied, however, still possible to be improved. Generalized skills training program should be identified differently from specialized skills training program, as the latter requires an advance or at least an extensive degree of learning level.

It is recommended that BATELEC I HR Section may offer skills training program both intended to the Office and Field Safety and the Demand Side Management trainings as part of the generalized training program. Human Resource Section may upgrade their competency as well through a consultation with the expert HR practitioner. Specialized training courses may be re-echoed through in-house and staff training. Periodic skills training evaluation may be implemented by HR Section. A similar study may be conducted by future researchers using other variables not included in the study.

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