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Factors Influencing the Job Performance of Non-Teaching Personnel

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Abstract

This study aimed to investigate the factors influencing the job performance of non-teaching personnel at Liceo de Cagayan University. Non-teaching staff plays a critical role in the smooth functioning of educational institutions, contributing to administrative tasks, student support services, and overall institutional operations. However, their job performance often receives less attention than that of teaching personnel. This study examines both personal factors (e.g., health and well-being, motivation and attitude, personality traits, skills and competencies) and organizational factors (e.g., communication, compensation and benefits, job design and role clarity, leadership and management, organizational structure, professional development, work environment) that affect job performance. Utilizing a quantitative research design, data will be collected through a structured questionnaire distributed to approximately 143 non-teaching personnel across 43 departments at the university's three campuses: Liceo Main Campus, Liceo RNP Campus, and Liceo Paseo del Rio Campus. The findings are expected to provide valuable insights into the key determinants of job performance among non-teaching personnel, offering evidence-based recommendations for enhancing work efficiency and employee satisfaction within higher education institutions.

Keywords: *job performance, non-teaching personnel, personal factors, organizational factors, higher education institutions*

Introduction

In everyday life, students constantly interact with non-teaching personnel for academic purposes. It starts with the application, registration, examination issues, and the lecturing schedule, among many others. Even though websites and other helpful sources provide information according to their purposes, it could be argued that students find it more difficult to deal with non-teaching personnel than with teaching professionals in higher educational institutions. It can adversely affect the image of an institution. That is why job performance among the non-teaching personnel is amply indispensable as it further leads to the quality of treatment they offer to the students and to the workplace to which they belong.

Studies indicate that supportive leadership styles positively impact employee performance and satisfaction Avolio et al., (2009). Non-teaching personnel are crucial to the proper running of educational institutions globally. Despite their importance, the elements that influence their work performance are sometimes given less attention than instructional personnel. These aspects are examined from a global perspective, offering insights into the common and distinctive challenges that non-teaching personnel face in various regions and educational settings.

Job Satisfaction among Department of Education non-teaching personnel survey was done among non-teaching professionals from Pangasinan II's Department of Education Division. The scope of the problem concerning job satisfaction among Department of Education non-teaching personnel is multifaceted, encompassing organizational, environmental, personal, and policy-related factors.

Addressing these factors comprehensively is essential for improving job satisfaction, which in turn enhances the efficiency and effectiveness of educational institutions. Schein (2010) emphasizes that organizational culture and leadership style are pivotal in influencing employee behavior and performance. He argues that organizational culture comprises deeply embedded values, beliefs, and assumptions shared by members of an organization. When leaders actively cultivate a strong culture characterized by shared values, norms, and practices, it creates a sense of belonging and alignment among employees. This alignment fosters a cohesive work environment where employees understand organizational goals and feel motivated to contribute to achieving them.

X University (2024) Factors that Influence Non-Teaching Personnel's Job Performance investigates the various elements that affect the efficiency and effectiveness of non-teaching staff in educational institutions. This research identifies and analyzes both intrinsic and extrinsic factors that influence job performance. Intrinsic factors explored include personal attributes such as motivation, job satisfaction, and personal development. Extrinsic factors examined encompass salary, working conditions, training opportunities, and organizational culture.

Research Objectives

This study aimed to develop a comprehensive model to examine the factors influencing the job performance of non-teaching personnel at Liceo de Cagayan University. Specifically, the study sought to: (1) assess the level of personal factors in terms of: (a) health and well-being; (b) motivation and attitude; (c) personality traits; and (d) skills and competencies. (2) evaluate the level of organizational factors focusing on: (a) communication; (b) compensation and benefits; (c) job design and role clarity; (d) leadership and management; (e) organizational structure; (f) professional development; and (g) work environment. (3) determine the job performance level of non-teaching personnel. Analyze the significant relationships between job performance and: (a) personal factors; and (b) organizational

factors; 4) identify which variables, individually or in combination, most significantly influence the job performance of non-teaching personnel. 5) develop a model that best represents the factors affecting the job performance of non-teaching personnel at Liceo de Cagayan University.

Methodology

Research Design

The researcher utilized a descriptive correlational and causal research designs, targeting non-teaching personnel in educational institutions, with stratified random sampling ensuring representation across various departments and roles, aiming for a sample size of approximately 143 participants, as discussed by Sekaran and Bougie (2016). Their approach emphasized the application of research methods to real-world business challenges, which made their work especially relevant for examining factors influencing job performance, including among non-teaching personnel. This hands-on methodology supported researchers in developing actionable insights for organizational improvement and employee evaluation. By integrating these methods, the study aims to develop a comprehensive causal model that enhances understanding of how organizational support, work environment, and professional competencies impact the job performance of non-teaching personnel.

Respondents

The participants of the study were the employed non-teaching personnel of Liceo de Cagayan University. There were approximately 266 non-teaching personnel distributed across three campuses the Liceo Main Campus, Liceo RNP Campus, and Liceo Paseo del Rio Campus. To determine the desired sample size, the researcher used the RAOSOFT sample size calculator.

The study employed a proportionate stratified random sampling. This technique involved dividing the population into distinct strata based on specific characteristics (e.g., campus location) and randomly selecting participants from each stratum in proportion to their size. This approach enhanced representativeness and reduced sampling bias (Kumar, 2011; Creswell, 2014).

Instrument

A comprehensive questionnaire was employed comprising 116 items to assess various dimensions influencing the job performance of non-teaching personnel. The questionnaire was systematically divided into four main sections to ensure thorough coverage of the study's objectives.

The first section focused on the demographic profile of the participants, capturing essential background information to contextualize the findings. The second section assessed the level of personal factors among non-teaching personnel, utilizing 37 items. This section explored aspects such as skills and competencies, motivation and attitude, personality traits, health and well-being, and demographics. The items were carefully designed to align with the study's objectives and to provide insights into how personal attributes contribute to job performance.

The third section evaluated the level of organizational factors, encompassing 69 items. This section examined critical elements such as the work environment, leadership and management, job design and role clarity, compensation and benefits, professional development, organizational structure, and communication. Many items in this section were adapted from established assessment tools and frameworks to ensure alignment with recognized organizational performance standards.

The fourth section focused on measuring the level of job performance among non-teaching personnel through 10 items. This section aimed to capture a comprehensive view of job effectiveness, considering various performance metrics and the overall contribution of non-teaching staff to institutional goals.

To enhance the instrument's clarity and reliability, a pilot test was conducted with a sample of non-teaching personnel. Feedback from this test informed refinements to ensure the questionnaire's validity and applicability to the study's context. The final instrument was administered across three campuses of Liceo de Cagayan University, involving 43 departments and 143 non-teaching personnel. The structured approach of this questionnaire facilitated a robust evaluation of the factors influencing job performance, contributing to data-driven insights and actionable recommendations.

To achieve a representative sample, the study employed proportionate stratified sampling. The Raosoft Sample Size Calculator was used to determine the appropriate sample size, accounting for a 5% margin of error, a 95% confidence level, and a 50% response distribution. This approach ensured that the sample was statistically sound and representative of the population. Raosoft, developed by Project Championz (2018), provided accurate and efficient sample size calculations, streamlining the process and reducing manual calculation errors.

Procedure

The researcher personally supervised the distribution of research instruments to ensure the proper execution of the study. A formal request for permission to use these instruments on non-teaching personnel of Liceo de Cagayan University was submitted in a letter addressed to the dean of Liceo de Cagayan University's School of Business, Management, and Accountancy. Alongside the research

tools, respondents received a consent letter and an informed consent form, affirming their voluntary participation. Following approval, the research instruments, along with instructions, was dispatched, and later, collected after a few weeks.

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Data Analysis

To analyze and interpret the collected data, various statistical tools were employed. For addressing research problem 1, descriptive statistics, including frequency and percentage, were utilized to summarize the demographic profile of the participants. The mean and standard deviation were used to measure research problems 2, 3, and 4.

Problem 5, which examined the relationship between the job performance of non-teaching personnel and the specified personal and organizational factors, Pearson product-moment correlation was employed. This statistical method evaluated the strength and direction of the associations between job performance and variables such as personality traits, health and well-being, motivation and attitude, skills and competencies, and various organizational elements.

In addressing problem 6, multiple regression analysis was employed to identify which variables, either individually or in combination, most significantly influenced the job performance of non-teaching personnel. This analytical approach enabled the development of a predictive model to explore the causal relationships among the examined variables.

Validity and Reliability

According to Middleton (2020), reliability and validity are two fundamental concepts that are especially crucial in quantitative investigations where precise measurement is required. These concepts are considered while evaluating the quality of research.

A pilot test of the research instrument was conducted with 30 non-teaching personnel not part of the main study. Only items that fell within the acceptable range of 0.7 to 0.99 were kept after each item's reliability coefficient on the instruments was evaluated individually. Items were removed from the item-total correlation if their coefficients were less than 0.30. The final collection of items found to be trustworthy and legitimate throughout this procedure was included in the survey itself.

After defending the proposal, the researcher submitted the article to the Ethics Review Board Office. This submission was intended to provide a thorough evaluation and assessment of ethical concerns that guided and shaped the research activity.

Results and Discussion

In terms of personal factors among the participants in terms of personality traits, motivation and attitude, skills and competencies, and health and well-being. Results indicated that non-teaching personnel at Liceo de Cagayan University generally demonstrate a high level of personal factors, with an overall mean score of $M=4.07$. Participants view their personality traits positively, scoring the highest mean of $M=4.18$, which suggests that attributes like conscientiousness and adaptability are well-regarded. Motivation and attitude follow closely, with a mean score of $M=4.16$, indicating pride in their work and a sense of purpose within the organization.

In contrast, health and well-being received the lowest mean score of $M=3.83$, suggesting room for improvement in areas such as mental health resources and workplace motivation. While the personnel feel supported by colleagues and supervisors, lower scores on consistent motivation highlight potential gaps in well-being support that could impact job satisfaction over time.

The level of organizational factors perceived by the participants in terms of communication, compensation and benefits, job design and role clarity, leadership and management, organizational structure, professional development, and work environment. The findings suggest that non-teaching personnel perceive their work environment as highly favorable, with a mean score of $M=4.19$. This indicates a positive overall workplace atmosphere, where employees feel comfortable and supported. Leadership and management also scored highly, with a mean of $M=4.15$, suggesting that respondents trust and are satisfied with their leaders' ability to guide and manage the organization effectively.

Communication within the organization was perceived as good, with a mean score of $M=4.12$, reflecting that the information exchange between departments and personnel is clear and effective. Professional development opportunities were also positively rated, with a mean of $M=4.10$, signaling that employees feel they have the chance to improve and grow in their roles. However, the organizational structure received a mean score of $M=3.96$, indicating some room for improvement in terms of clarity and role organization. Compensation and benefits received the lowest mean score of $M=3.71$, which points to possible dissatisfaction or unmet expectations in this area.

The level of job performance among non-teaching personnel, focusing on their ability to provide customer service, work as part of a team, solve problems, and complete tasks efficiently. The findings indicate that non-teaching personnel generally exhibit strong job performance, with the highest mean score of $M=4.44$ for providing good customer service to students, staff, or other stakeholders. This reflects a strong commitment to delivering excellent service, which positively impacts the organizational environment. Teamwork was also highlighted as a strength, with a mean score of $M=4.39$, indicating that personnel work well with colleagues to achieve common goals. However, there is slight room for improvement in areas such as problem-solving and task efficiency. The items "I am effective at solving problems" and "I complete my tasks and responsibilities efficiently" received lower mean scores of $M=4.26$ and $M=4.27$, respectively. This suggests that while job performance is high, there may be occasional challenges in addressing issues or completing tasks as quickly as possible.

The findings indicated that non-teaching personnel at Liceo de Cagayan University demonstrate a high level of job satisfaction, with strong performance driven by personal factors such as personality traits, motivation and attitude, and health and well-being. Organizational factors, including effective communication, leadership, a positive work environment, and well-structured job design, also significantly contribute to their overall work experience and performance.

Non-teaching personnel exhibit high competencies in collaboration, communication, and task management. They show proficiency in maintaining positive workplace relationships and adapting to organizational changes. A high level of job clarity and alignment with institutional goals further supports their productivity and job satisfaction. However, several areas for improvement have been identified to optimize their performance further.

The study found a significant positive relationship between personal and organizational factors and job performance. Factors such as personality traits, motivation, communication, and job design showed positive significant correlations with job performance. By focusing on strengthening these areas, Liceo de Cagayan University can foster a more productive and supportive environment for non-teaching personnel, ultimately enhancing job satisfaction and performance.

Conclusions

Non-teaching personnel at Liceo de Cagayan University generally show strong traits in personality, motivation, and attitude. They display qualities like conscientiousness, adaptability, and pride in their work. However, lower scores in health-related factors highlight the need for better support in mental health and motivation to boost job satisfaction and well-being.

The exploration of organizational factors shows that non-teaching personnel generally view their workplace positively. High ratings in work environment, leadership, communication, and professional development suggest they feel supported and valued. Overall, they express satisfaction with their opportunities for growth.

The job performance of non-teaching personnel is generally strong, especially in customer service and teamwork. They show a solid commitment to collaboration and service excellence. However, areas like problem-solving and task efficiency, while still positive, indicate occasional challenges in timely issue resolution and task completion.

The analysis shows that while compensation, benefits, and professional development have little impact on job performance, factors like personality, health, motivation, skills, and communication show moderate positive effects. Notably, Job Design and Role Clarity emerged as the strongest predictors of performance. This highlights the importance of clear roles and expectations in enhancing non-teaching personnel's effectiveness.

The following recommendations are designed as a direct response to the research findings and conclusions discussed previously. These suggestions are intended to provide guidance and support to the management of Liceo de Cagayan University, Higher education institution, human resource department, non-teaching personnel, and future researchers in developing comprehensive strategies that specifically address the factors influencing the job performance of non-teaching personnel. By implementing these initiatives, the institution can foster a productive and supportive work environment that enhances employee well-being, satisfaction, and overall organizational effectiveness.

Higher education institutions may utilize these findings to enhance policies and practices that support non-teaching personnel by strengthening professional development programs through continuous training and career advancement opportunities to enhance skills and motivation. Promoting a supportive work environment that fosters employee well-being, effective communication, and clear job expectations is essential, along with improving compensation and benefits through fair and competitive remuneration to enhance job satisfaction and motivation. Enhancing leadership and management strategies by providing clear direction, constructive feedback, and recognition of contributions will strengthen organizational effectiveness.

Human Resource Department may focus on enhancing mental health support and re-evaluating compensation and benefits. Given the lower scores for compensation and benefits, professional development, and personality traits, administrators may prioritize strategies to address these areas. For compensation and benefits, this may include reviewing the salary structure, introducing performance-based incentives, and expanding benefits such as health coverage and wellness programs. In terms of professional development, offering training opportunities, career advancement programs, and mentorship initiatives can enhance employee satisfaction. To address

personality traits, fostering a supportive and inclusive work culture that encourages collaboration and personal growth may be beneficial.

Non-Teaching Personnel may actively engage in available development opportunities to continuously improve their skills by participating in workshops, training programs, and self-directed learning, while also providing constructive feedback through formal surveys or informal discussions to ensure their needs are addressed and concerns are heard by administrators and supervisors.

Future researchers may replicate this study in different institutions to assess whether factors like compensation, work environment, and role clarity consistently impact non-teaching personnel's performance across various settings.

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