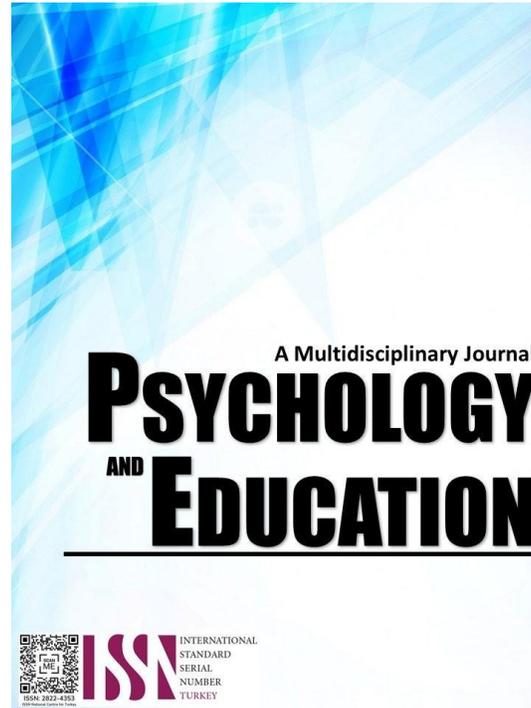


SCHOOL-BASED NON-TEACHING PERSONNEL LEVEL OF SATISFACTION AND THEIR WORK PERFORMANCE IN DEPED DIVISION OF VALENCIA CITY



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School-Based Non-Teaching Personnel Level of Satisfaction and their Work Performance in DepEd Division of Valencia City

Kristy Len C. Obedencio,* Wilfredo P. Miasco, Jr.

For affiliations and correspondence, see the last page.

Abstract

This study examines the relationship between workplace satisfaction and job performance among school-based non-teaching personnel in the Department of Education (DepEd) Division of Valencia City for the 2024–2025 school year. Utilizing a quantitative descriptive-correlational research design, data were collected from 80 respondents through a structured survey that focused on five key domains: Work and Workplace, Workplace Environment, Recognition, School Culture, and Compensation and Benefits. The findings reveal that while respondents generally reported a high level of satisfaction—particularly in areas related to interpersonal relationships, recognition, and school culture—there were noted concerns regarding compensation and the distribution of workload. The statistical analysis revealed a significant relationship between workplace satisfaction and job performance, with compensation and benefits, as well as workplace conditions, emerging as strong predictors of performance outcomes. The study underscores the importance of enhancing job satisfaction to improve employee performance and organizational efficiency. It recommends that the DepEd Division of Valencia City adopt policy reforms to strengthen salary structures, implement balanced workload systems, expand wellness and recognition programs, and foster a more cohesive school culture. These measures can contribute to a more motivated, productive, and high-performing workforce within educational institutions.

Keywords: *job performance, non-teaching personnel, workplace, recognition, school culture, compensation*

Introduction

Workplace satisfaction refers to employees' contentment with various aspects of their jobs. It extends beyond assigned tasks to include feelings toward supervisors, colleagues, organizational policies, and the work's overall impact on personal life. Job satisfaction is essential not only for the individual's fulfillment and well-being but also for the organization's success.

As noted by Schneider and Vaught (1993) and cited by Unutmaz (2014), work plays a vital role in modern life, especially within today's highly competitive corporate landscape. Since individuals dedicate a substantial amount of their daily time to their jobs, overall job satisfaction plays a crucial role. A supportive and encouraging workplace atmosphere significantly enhances productivity and employees' health and well-being. The factors influencing job satisfaction are critical as they have a wide-reaching impact on societal well-being and are commonly explored in fields such as social psychology.

Working conditions are among the most significant factors influencing job satisfaction. Sinha (2005) emphasizes that the overall quality of working conditions is a key determinant of employees' job satisfaction. Employees are likelier to feel happy when their work environment is clean, well-organized, and equipped with the necessary tools. Additionally, environmental factors such as lighting, temperature, humidity, and noise levels, as noted by Steers (1991), significantly impact workplace comfort and satisfaction.

According to Cook (2008), job satisfaction can be described as a positive emotional response arising from one's work experiences. It has been demonstrated that more productive and efficient employees tend to be more content with their jobs. They show stronger responsibility, dedication, and a genuine desire to contribute to the success of their organization—often treating it with the same care as they would their enterprise. This connection is why many scholars have explored the relationship between job satisfaction and job performance, as noted by Judge, Thoresen, Bono, and Patton (2001).

Incentives also play a vital role in enhancing job satisfaction. As Umali et al. (2013) suggest, incentives can enhance performance, decrease employee turnover, foster organizational loyalty, and ultimately lead to increased workplace satisfaction.

In educational institutions, non-teaching personnel have a significant impact on student outcomes and the broader development of education. According to Franks (2017), these staff members support school administration and help steer institutions toward achieving their public service goals. Goot (2017) further highlights their essential role in the operational success of schools. By ensuring smooth day-to-day operations, non-teaching staff enable teachers to focus on instruction and students to concentrate on learning. Their engagement, ongoing professional growth, and personal development are thus fundamental to the effective functioning of educational institutions.

DepEd's MATATAG Basic Education Report, authored by former DepEd Secretary Sarah Duterte Carpio, defined the role of non-teaching personnel as it becomes increasingly in demand in every institution to assist in achieving the school's vision and mission. The so-called support staff helps teachers and school administrators with office work. They carry out a range of duties, including office work and support staff, to ensure and deliver quality operations and services to the client. Administrative staff are responsible for various tasks, including assisting teachers with reports required by the agency, supporting efforts to maintain a conducive school



environment, and handling multiple documentation essential to the school's daily operations.

The responsibilities of non-teaching personnel vary from school to school. They need to do the clerical and organizational tasks as required by their station schools, from which the study was derived. Understanding how workplace satisfaction affects the performance of non-teaching staff will be a crucial factor in enabling them to carry out their duties effectively and efficiently for the benefit of Filipino learners. The role of non-teaching staff is undeniably remarkable in the education system due to their valuable contributions and services in school management and operations. Their support enables teachers to focus on instruction and students to receive uninterrupted services, making them essential to the overall functionality and success of the educational system.

Research Questions

This study investigated the relationship between workplace satisfaction and the performance of school-based non-teaching personnel in the DepEd Division of Valencia City, under the office of the Schools Division Superintendent, for the calendar year 2024-2025. Specifically, the study aimed to address the following questions.

1. What is the level of satisfaction of non-teaching personnel in terms of Work and workplace, Work environment, Recognition, School culture, Compensation, and benefits
2. What is the work performance of non-teaching personnel of the DepEd Division of Valencia City?
3. Is there a significant relationship between workplace satisfaction and work performance?

Methodology

Research Design

This study used the quantitative descriptive correlation method to determine the extent to which non-teaching personnel in schools of DepEd, Division of Valencia City, are satisfied.

Respondents

The study subjects were the school-based non-teaching personnel in the DepEd, Division of Valencia City, under the Office of the Schools Division Superintendent, for the calendar year 2024-2025. The respondents were 80 school-based non-teaching personnel in the Division.

Table 1 presents the total number of school-based non-teaching personnel in the Valencia City Division, along with their respective employment positions.

Table 1. Total number of school-based non-teaching personnel in the Division of Valencia City and their Employment positions.

<i>Non-teaching personnel Employment Positions</i>	<i>Total No. of Personnel in the Division of Valencia City</i>
Administrative Assistant II	25
Administrative Aide	4
Administrative Assistant III	13
Project Development Officers	5
Administrative Officer II	32
Registrar	1
Total	80

Procedure

The primary data-gathering tool was a questionnaire created using Google Forms. The respondents were assigned to different schools in Valencia City; the researcher opted to use Google Forms to facilitate the survey. The questionnaire was designed to answer specific problems of the study.

The instrument comprises five categories that help determine the level of satisfaction among non-teaching personnel in school settings. The five categories are as follows: Work and Workplace, Work Environment, Recognition, School Culture, and Compensation and Benefits. The instrument has two parts. Part I presents the demographic profile of the respondents, including age, Gender, Civil Status, Employment Position, Salary, and other income, and years of service. Part II is the questionnaire proper. It consists of indicators of the level of satisfaction of non-teaching personnel in their respective assigned schools.

From 80 school-based non-teaching personnel of the DepEd Division of Valencia City, 100% of this population was taken as respondents using purposive sampling. Table 1 shows the actual number of non-teaching personnel, categorized by school and job description.

Data Analysis

The following statistical tools were used to interpret the data: frequency count and percentage distribution were used to determine the percentage of data on respondents' profiles. The mean and standard deviation were used to get the average level of satisfaction based



on the categories presented in the questionnaire. Correlation was used to determine the relationship between workplace satisfaction and work performance.

Ethical Considerations

The respondents in this study were school-based non-teaching personnel of the DepEd Division of Valencia City. A consent letter was provided to respondents before the questionnaire to inform them about the study and its purpose. If they adhere to the study's intention, they can proceed. Participants can access the questionnaire via their DepEd email address, which they answer only once.

Since the survey was conducted online using Google Forms, the proponent has sole access to the respondents' answers for the purpose of maintaining their confidentiality.

Results and Discussion

This section presents the analysis and interpretation of data gathered for the study regarding the satisfaction levels of school-based non-teaching personnel in the Department of Education (DepEd) Division of Valencia City.

The overall satisfaction levels were assessed across five key dimensions: (1) Work and Workplace, (2) Workplace Environment, (3) Recognition, (4) School Culture, and (5) Compensation and Benefits.

The study's results were analyzed and interpreted using a quantitative descriptive-correlational research design, allowing the researchers to describe the satisfaction and work performance levels of school-based non-teaching personnel and explore the potential relationships between these variables. Descriptive statistical tools, such as the mean and standard deviation, were used to analyze the data collected through the survey questionnaires. Each calculated mean value was given a corresponding qualitative description based on the scoring procedure established in the methodology chapter, which followed a five-point Likert scale. The researchers carefully examined the results by identifying which category had the highest and lowest mean values, highlighting areas where non-teaching personnel felt most and least satisfied. Furthermore, the correlational analysis was conducted to determine the relationship between the respondents' level of satisfaction and their self-reported work performance.

Table 2 presents the level of satisfaction of non-teaching personnel in terms of Work and Workplace.

Table 2. Level of satisfaction of non-teaching personnel in terms of Work and Workplace

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>QD</i>
I am happy with my work	4.51	0.57	Very Satisfied
I feel my work is meaningful and valued	4.50	0.64	Very Satisfied
I have given enough freedom to decide how to do my work	4.28	0.67	Very Satisfied
I have the materials and equipment I need to do my job well	4.25	0.68	Very Satisfied
I find my workload reasonable	4.00	0.95	Satisfied
I think that work is distributed evenly across your team	3.88	0.91	Satisfied
My work location is conveniently located near my house	3.95	1.25	Satisfied
I like my workstation	4.49	0.69	Very Satisfied
I am satisfied with the location of schools I handled	4.25	0.89	Very Satisfied
My station has a good work atmosphere	4.25	0.72	Very Satisfied
Overall Mean	4.24	0.54	Very Satisfied

Legend: 4.20–5.00 = Very Satisfied; 3.20–4.19 = Satisfied; 2.60–3.19 = Neutral; 1.80–2.59 = Dissatisfied; 1.00–1.79 = Very Dissatisfied.

The table presents an analysis of employee satisfaction within various aspects of their work environment, with an overall mean of 4.24 (SD = 0.54), showing a high level of satisfaction. The top three statements with the highest mean scores show key elements of job fulfillment. The highest employee satisfaction is being happy with their work (Mean = 4.51, SD = 0.57), finding their work meaningful and valued (Mean = 4.50, SD = 0.64), and liking their workstation (Mean = 4.49, SD = 0.69). These results align with Herzberg's Two-Factor Theory, which emphasizes that job satisfaction is driven by intrinsic factors such as meaningful work and a comfortable environment (Herzberg, 1959). Employees who find purpose in their roles and have a pleasant workspace are more engaged and productive.

Conversely, the lowest mean scores indicate areas for improvement. Employees expressed the least satisfaction with work distribution (Mean = 3.88, SD = 0.91), work location convenience (Mean = 3.95, SD = 1.25), and workload reasonability (Mean = 4.00, SD = 0.95). The high SD for work location convenience suggests greater response variability, indicating that while some employees may find their location ideal, others experience challenges.

Research by Bakker & Demerouti (2007) on the Job Demands-Resources (JD-R) Model supports these findings, suggesting that excessive workload and inequitable task distribution can lead to burnout and reduced job satisfaction. Addressing these concerns through better workload management and strategic location planning can enhance employee well-being and efficiency.

The findings suggest that while employees are generally delighted, targeted workload distribution and improvements to work location could further optimize their job experience.



Table 3 presents the level of satisfaction of non-teaching personnel regarding the Workplace Environment.

Table 3. *Level of satisfaction of non-teaching personnel in terms of Work and Workplace*

Statement	Mean	SD	QD
I am happy with my workplace environment	4.31	0.69	Very Satisfied
I feel connected to my coworkers	4.41	0.72	Very Satisfied
I enjoy working with your colleagues	4.39	0.70	Very Satisfied
I feel my colleagues work as a team	4.35	0.76	Very Satisfied
I am satisfied working in the school	4.56	0.55	Very Satisfied
Overall Mean	4.41	0.59	Very Satisfied

Legend: 4.20–5.00 = Very Satisfied; 3.20–4.19 = Satisfied; 2.60–3.19 = Neutral; 1.80–2.59 = Dissatisfied; 1.00–1.79 = Very Dissatisfied

The table analyzes workplace satisfaction, with a particular focus on employees' perceptions of their work environment and relationships with colleagues. The overall mean satisfaction score is 4.41 (SD = 0.59), indicating a strong sense of contentment among employees. The highest-rated statement is "I am satisfied working in the school" (Mean = 4.56, SD = 0.55), suggesting that employees find fulfillment in their institution. This finding aligns with research by Locke (1976), which emphasizes that a positive work environment enhances motivation and performance. Following closely, employees expressed a strong connection to coworkers (Mean = 4.41, SD = 0.72) and enjoyed working with colleagues (Mean = 4.39, SD = 0.70). These findings support the Social Exchange Theory (Blau, 1964), suggesting that strong interpersonal relationships are crucial to job satisfaction and organizational commitment.

On the other hand, the lowest mean scores still indicate high satisfaction but suggest slightly more room for improvement. The lowest-rated statement, "I am happy with my workplace environment" (Mean = 4.31, SD = 0.69), suggests that while employees are generally satisfied, aspects of the physical or social environment could be enhanced. Similarly, teamwork among colleagues (Mean = 4.35, SD = 0.76) received a slightly lower score than other factors, indicating potential gaps in collaboration or communication. Research by Tuckman (1965) on team dynamics suggests that fostering a cooperative culture through team-building initiatives can improve group cohesion and overall job satisfaction.

The findings indicate a delighted workforce with strong social connections and a high level of institutional attachment. However, further enhancing workplace conditions and teamwork dynamics could lead to a more positive and productive work environment.

Table 4 presents the level of satisfaction of non-teaching personnel regarding Recognition.

Table 4. *Level of satisfaction of non-teaching personnel in terms of Recognition*

Statement	Mean	SD	QD
My superiors appreciate my work accomplishments	4.31	0.56	Very Satisfied
My superiors support me in my needs to do my work	4.34	0.75	Very Satisfied
I am happy with my superiors	4.44	0.65	Very Satisfied
We are given proper recognition in our stationed school	4.30	0.72	Very Satisfied
I feel valued by the Division for my contributions	4.09	0.72	Satisfied
Overall Mean	4.30	0.58	Very Satisfied

Legend: 4.20–5.00 = Very Satisfied; 3.20–4.19 = Satisfied; 2.60–3.19 = Neutral; 1.80–2.59 = Dissatisfied; 1.00–1.79 = Very Dissatisfied

The table shows an analysis of employees' perceptions regarding their relationship with superiors and the recognition they receive for their work. The overall mean score is 4.30 (SD = 0.58), indicating a generally high level of employee satisfaction in this aspect of their work. The highest-rated statement is "I am happy with my superiors" (Mean = 4.44, SD = 0.65), indicating a high level of contentment with leadership. This is consistent with research on leadership satisfaction, which emphasizes that positive relationships with supervisors significantly contribute to employee engagement and morale (Judge & Bono, 2001). Similarly, employees also reported that "My superiors support me in my need to do my work" (Mean = 4.34, SD = 0.75), further emphasizing the role of supportive leadership in fostering job satisfaction and productivity, as outlined in the Leader-Member Exchange (LMX) Theory (Graen & Uhl-Bien, 1995).

In addition, employees expressed satisfaction with the "appreciation of their work accomplishments by superiors" (Mean = 4.31, SD = 0.56). Recognition and appreciation from superiors have been widely linked to increased job satisfaction and employee motivation (Herzberg, 1959). These high scores reflect a positive organizational culture in which employees feel valued and supported, contributing to a heightened sense of purpose and increased productivity.

On the other hand, the lowest-rated statement is "I feel valued by the Division for my contributions" (Mean = 4.09, SD = 0.72). While still falling within the "Very Satisfied" range, this score is relatively lower, indicating that there may be room for improvement in how employees perceive the recognition they receive from the Division. This result aligns with Maslow's Hierarchy of Needs, where recognition and validation of one's contributions are key to fulfilling higher-order psychological needs (Maslow, 1943). Enhancing the feeling of being valued by the Division could help boost employees' overall sense of fulfillment and commitment to the organization.

Overall, the table reflects a delighted workforce regarding their relationships with superiors, though addressing the feeling of being valued by the Division could further enhance overall employee satisfaction and engagement.

Table 5 presents the level of satisfaction of non-teaching personnel regarding School Culture. This encompasses their views on the



prevailing school norms, the clarity and fairness of rules and regulations, and the overall working atmosphere within the institution.

Table 5. *Level of satisfaction of non-teaching personnel in terms of School Culture*

Statement	Mean	SD	QD
I enjoy our school's culture	4.29	0.66	Very Satisfied
I am satisfied with the rules and regulations in my workplace	4.28	0.64	Very Satisfied
My colleagues follow rules properly	4.05	0.73	Very Satisfied
I am happy following our school norms	4.35	0.64	Very Satisfied
We cooperate in making our school harmonious	4.48	0.57	Very Satisfied
Overall Mean	4.29	0.56	Very Satisfied

Legend: 4.20–5.00 = Very Satisfied; 3.20–4.19 = Satisfied; 2.60–3.19 = Neutral; 1.80–2.59 = Dissatisfied; 1.00–1.79 = Very Dissatisfied

The table presents an analysis of employees' satisfaction regarding their school's culture, rules, and cooperation, with an overall mean of 4.29 (SD = 0.56), indicating a strong level of contentment. The highest-rated statement is "We cooperate in making our school harmonious" (Mean = 4.48, SD = 0.57), emphasizing that employees highly value teamwork and collaboration in maintaining a positive school environment. This finding aligns with Vygotsky's (1978) Social Development Theory, which suggests that cooperative interactions enhance workplace harmony and efficiency. Following this, employees also expressed intense satisfaction with "being happy following school norms" (Mean = 4.35, SD = 0.64) and "enjoying the school's culture" (Mean = 4.29, SD = 0.66), indicating that the institution fosters a supportive and well-structured environment. Research by Schein (2010) highlights that a positive organizational culture has a significant impact on employee satisfaction, motivation, and overall institutional success.

Conversely, the lowest-rated statement is "My colleagues follow the rules properly" (Mean = 4.05, SD = 0.73), which, while still within the "Very Satisfied" range, suggests a slight concern about adherence to workplace regulations. The relatively higher SD indicates some variation in responses, meaning that while many employees perceive their colleagues as rule-abiding, others may have encountered inconsistencies. According to Bandura's (1986) Social Learning Theory, workplace behaviors are influenced by observational learning, meaning that strong leadership and reinforcement of rules can further enhance compliance and organizational discipline.

The findings indicate that employees are delighted with their school culture, teamwork, and norms. However, ensuring consistent adherence to rules among colleagues through reinforced policies and training could improve the work environment and strengthen organizational discipline.

Table 6 presents the level of satisfaction of non-teaching personnel regarding Compensation and benefits. This includes their perceptions of the adequacy of their salary, timeliness of pay, and the availability of additional benefits such as allowances and leave privileges.

Table 6. *Level of satisfaction of non-teaching personnel in terms of Compensation and benefits*

Statement	Mean	SD	QD
My salary is enough	3.85	0.94	Satisfied
The department provides enough benefits when it comes to my well-being and mental health.	3.94	0.86	Satisfied
My leave credits are enough	4.20	0.92	Satisfied
I am satisfied with my benefits	4.09	0.94	Satisfied
I am compensated on time	4.34	0.84	Very Satisfied
Overall Mean	4.08	0.80	Satisfied

Legend: 4.20–5.00 = Very Satisfied; 3.20–4.19 = Satisfied; 2.60–3.19 = Neutral; 1.80–2.59 = Dissatisfied; 1.00–1.79 = Very Dissatisfied

The table presents an analysis of employees' satisfaction with their compensation and benefits, yielding an overall mean of 4.08 (SD = 0.80), representing a general level of satisfaction. The highest-rated statement is "I am compensated on time" (Mean = 4.34, SD = 0.84), suggesting that timely salary payments contribute positively to job satisfaction. Research by Adams (1965) in Equity Theory supports this, emphasizing that fair and consistent compensation practices enhance employee motivation and organizational commitment. The second-highest-rated statement, "My leave credits are enough" (Mean = 4.20, SD = 0.92), implies that employees appreciate the amount of leave provided, which aligns with studies highlighting work-life balance as a critical factor in job satisfaction (Greenhaus & Allen, 2011). Similarly, "I am satisfied with my benefits" (Mean = 4.09, SD = 0.94) indicates contentment with the benefits package, though the relatively higher SD suggests some variability in responses.

On the other hand, the lowest-rated statement, "My salary is enough" (Mean = 3.85, SD = 0.94), indicates that while employees are generally satisfied, there is some concern regarding salary adequacy. This aligns with Herzberg's (1959) Two-Factor Theory, which categorizes salary as a hygiene factor—meaning that while it may not directly enhance job satisfaction, insufficient compensation can lead to dissatisfaction. Similarly, "The department provides enough benefits for my well-being and mental health" (Mean = 3.94, SD = 0.86) suggests that, while benefits are available, there may be a need for enhanced support, as employee well-being is a key determinant of job performance and retention (Danna & Griffin, 1999).

Overall, the findings suggest that while employees are generally satisfied with their compensation structure, improvements in salary adequacy and benefits for well-being could further enhance overall job satisfaction and employee retention.



Table 7 presents the Work performance of non-teaching personnel. This includes their efficiency in completing assigned tasks, adherence to work standards, punctuality, and overall contribution to the school's smooth operation.

Table 7. *Work performance of non-teaching personnel*

Range	Qualitative Description	Frequency	Percent
4.500-5.000	Outstanding	55	68.8
3.500-4.499	Very Satisfactory	17	21.3
2.500-3.499	Satisfactory	1	1.3
1.500-2.499	Unsatisfactory	0	0
1.000-1.499	Poor	0	0
no ratings Yet		7	8.8
Total		80	100.0

The table presents an analysis of performance ratings, showing that most respondents received high ratings, with 55 employees (68.8%) falling within the "Outstanding" (4.500-5.000) category and 17 employees (21.3%) rated as "Very Satisfactory" (3.500-4.499). This indicates a highly competent and productive workforce, aligning with the findings of Tett and Burnett (2003), who emphasized that high-performance ratings are often linked to job engagement and organizational commitment. Only one employee (1.3%) received a "Satisfactory" (2.500-3.499) rating, while no employees were rated as "Unsatisfactory" (1.500-2.499) or "Poor" (1.000-1.499), suggesting strong performance standards and effective workplace policies. However, 7 employees (8.8%) had no ratings yet, which may indicate that they are new hires, pending evaluations, or experiencing administrative delays.

These results imply that the organization has a well-functioning workforce with high performance and job satisfaction. Lockee & Latham's (2002) Goal-Setting theory states that employees perform better when clear performance standards and expectations are set. The absence of unsatisfactory or poor ratings also suggests effective leadership, motivation strategies, and a supportive work environment (Bass, 1990). However, ensuring that all employees receive timely evaluations can further strengthen performance monitoring and feedback mechanisms, fostering continuous improvement and professional growth within the organization.

Table 8 presents the Relationship between workplace satisfaction and work performance (n = 80).

Table 8. *Relationship between workplace satisfaction and their work performance (n = 80)*

Categories	r-value	p-value	Remarks
Work and Workplace	-.435	.000	Significant
Workplace Environment	-.121	.285	Significant
Recognition	-.231*	.039	Significant
School Culture	-.223*	.047	Significant
Compensation and benefits	-.450	.000	Significant
Overall	-.401	.000	Significant

. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The table presents the correlation between various workplace factors and an outcome variable, with negative r-values indicating inverse relationships, meaning that as dissatisfaction in these areas increases, overall job satisfaction decreases. The p-values verify statistical significance, with values below 0.05 confirming significant relationships. This stipulates that the null hypothesis is rejected.

Among the significant variables, Compensation and Benefits (r = -0.450, p = .000) show the strongest negative correlation, indicating that inadequate compensation and benefits significantly reduce job satisfaction. This supports Herzberg's (1959) Two-Factor Theory, which states that compensation is a key hygiene factor—when insufficient, it leads to dissatisfaction rather than motivation. Similarly, Work and Workplace (r = -0.435, p = .000) is also highly significant, indicating that dissatisfaction with job roles and work conditions has a substantial impact on overall job satisfaction. This finding aligns with Hackman and Oldham's (1976) Job Characteristics Model, highlighting that work design and meaningful job tasks contribute to employee engagement and satisfaction.

Recognition (r = -0.231, p = .039) and School Culture (r = -0.223, p = .047) also exhibit significant negative correlations, suggesting that employees who feel unrecognized or disconnected from the school culture are likely to have lower satisfaction levels. Maslow's (1943) Hierarchy of Needs emphasizes that appreciation and a sense of belonging are essential for motivation and well-being, underscoring the importance of a supportive work culture and recognition of employee contributions.

On the other hand, Workplace Environment (r = -0.121, p = .285) is not statistically significant, indicating that factors such as physical workspace, facilities, and environmental conditions may not have a substantial impact on job satisfaction compared to other variables. While research (e.g., Sundstrom, 1986) suggests that a well-structured work environment can enhance productivity, the findings imply that employees may prioritize other factors, such as recognition and compensation, over physical workspace conditions.

Conclusions

The Two-Factor Theory categorizes salary and benefits as hygiene factors—when insufficient, they lead to dissatisfaction and decreased performance. Similarly, Work and Workplace also exhibit a strong negative correlation, indicating that dissatisfaction with

work conditions has a significant impact on job performance. Research by Bakker & Demerouti (2007) in the Job Demands-Resources (JD-R) model supports this, stating that work conditions directly influence employee motivation and efficiency.

Recognition and School Culture also demonstrate significant negative correlations, indicating that lower levels of recognition and weaker school culture contribute to reduced job performance. According to Maslow's Hierarchy of Needs (1943), recognition fulfills an employee's esteem needs, which in turn impact motivation and productivity. Similarly, a strong organizational culture fosters commitment and engagement (Schein, 2010), meaning improving these areas could lead to better performance outcomes.

On the other hand, the Workplace Environment does not show a statistically significant relationship, suggesting that while employees value their environment, other factors, such as workload, compensation, and recognition, have a more substantial direct impact on their performance. This aligns with research by Deci & Ryan (2000) in the Self-Determination Theory, which states that while social connections matter, intrinsic motivation factors such as autonomy and purpose have a more direct impact on performance.

Based on the findings, the null hypothesis, "There is no significant relationship between workplace satisfaction and work performance," is rejected. The results confirm that workplace satisfaction has a significant influence on job performance, particularly in terms of compensation, work conditions, recognition, and school culture. Addressing these factors through improved policies, fair compensation, and recognition initiatives can enhance overall job performance and employee well-being.

Based on the study's findings and conclusions, it is recommended that the Department of Education (DepEd) Division of Valencia City intensify its initiatives to enhance workplace satisfaction among school-based non-teaching personnel, particularly in areas identified as having lower satisfaction levels.

To address concerns about work distribution and workload balance, the Division's human resources section should conduct regular workload assessments and adopt equitable task delegation strategies. These measures will help ensure that responsibilities are distributed and aligned with individual capacities and job descriptions.

Given the significant impact of compensation and benefits on overall job satisfaction, it is advisable to review existing salary structures and consider adjustments as necessary. Moreover, the Human Resource Training Development office should expand employee wellness programs—especially those focused on mental health support and overall well-being—which will contribute positively to a healthier, more productive workforce.

The Human Resource Training Development office must reinforce recognition systems for school-based non-teaching personnel. Establishing consistent and meaningful recognition initiatives, such as performance-based awards, commendations, and incentive schemes, can significantly boost morale and foster a culture of appreciation.

To cultivate a more cohesive and collaborative work environment, the Division School Heads should promote a stronger school culture by organizing regular team-building activities, staff engagement programs, and participatory initiatives that encourage shared values and workplace camaraderie.

Finally, timely performance evaluation administration is essential. Ensuring that all personnel receive regular, constructive feedback will enhance accountability and motivate individuals to improve and grow in their roles.

By addressing these critical areas, the management of the DepEd Division of Valencia City can significantly improve employee satisfaction, enhance job performance, and drive greater organizational efficiency.

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Affiliations and Corresponding Information

Kristy Len C. Obedencio

Division of Valencia City

Department of Education – Philippines

Wilfredo P. Miasco, Jr., PhD

Valencia Colleges (Bukidnon), Inc. – Philippines